

Agnes Scott College

1983-85 CATALOG

COMMUNICATIONS DIRECTORY

TELEPHONE

Area Code (404) 373-2571 (college switchboard).

VISITORS

The College is located in Decatur, Georgia, in the metropolitan Atlanta area and is easily accessible to the city's airport and railway and bus terminals. It is served by several interstate highways (I-75 or I-85 for most north-south traffic, and I-20 for east-west).

Agnes Scott welcomes visitors to

the College. All administrative offices are open Monday through Friday, 8:30 a.m. to 4:30 p.m. throughout the year except during holiday periods. The Admissions Office is open also for appointments on Saturday until noon. Saturday hours during June, July, and August are by appointment only.

A prospective student who wishes to arrange an interview with a member of the admissions staff should make an appointment in advance.

CORRESPONDENCE

Please address correspondence to Agnes Scott College, Decatur, Georgia 30030. For specific information regarding the following matters, write the appropriate officer:

ACADEMIC AFFAIRS.....	Dean of the College
ADMISSIONS	Director of Admissions
ALUMNAE AFFAIRS	Director of Alumnae Affairs
BUSINESS AFFAIRS	Vice President for Business Affairs
CAREER PLANNING	Director of Career Planning
CATALOGS	Director of Admissions
EMPLOYMENT REFERRALS	Director of Career Planning
FINANCIAL AID	Director of Financial Aid
GIFTS AND BEQUESTS	Vice President for Development
PAYMENT OF ACCOUNTS	Accounting Office
PUBLIC RELATIONS.....	Director of Public Relations
RESIDENCE AND STUDENT WELFARE.....	Dean of Students
TRANSCRIPTS OF RECORD.....	Registrar

A student whose continuance in college may involve danger to her own health or to that of others may be asked by the Administration to withdraw.

Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students or the recruitment and employment of faculty and staff. This nondiscriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College; and to the administration of education policies, scholarship and loan programs, student employment, and other college-administered programs.

The greatest care and attention to detail is given to the preparation of the program of this college and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make at any time changes affecting policies, fees, curricula, or other matters required to carry out the objectives and purposes of the College.

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Agnes Scott College

1983-85 CATALOG

1983

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SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
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1984

JANUARY	FEBRUARY	MARCH	APRIL
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1985

JANUARY	FEBRUARY	MARCH	APRIL
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	26 27 28 29 30 31	23 24 25 26 27 28 29	
		30	

COLLEGE CALENDAR

1983-84

FALL QUARTER

SEPTEMBER

- 6 Tuesday, 1:00 p.m.
Dormitories open for new students
6 Tuesday, 5:30 p.m.
Orientation activities begin
7 Wednesday, 8:30 a.m.
Registration of new students
8 Thursday, 10:30 a.m.
Registration of returning students
9 Friday, 8:30 a.m.
Classes begin

NOVEMBER

- 15 Tuesday, 5:00 p.m.
Classes end
16 Wednesday,
Reading Day—no classes scheduled
17 Thursday, 9:00 a.m.
Examinations begin
22 Tuesday, 4:30 p.m.
Examinations end
23 Wednesday, 10:00 a.m.
Dormitories close

WINTER QUARTER

JANUARY

- 3 Tuesday, 9:00 a.m.
Dormitories open
3 Tuesday, 2:50 p.m.
Scheduling for winter quarter
4 Wednesday, 8:30 a.m.
Classes begin

MARCH

- 8 Thursday, 5:00 p.m.
Classes end
9 Friday,
Reading Day—no classes scheduled
9 Friday, 9:00 a.m.-12:00 noon
Scheduling for spring quarter
10 Saturday, 9:00 a.m.
Examinations begin

15 Thursday, 4:30 p.m.

Examinations end

16 Friday, 10:00 a.m.
Dormitories close

SPRING QUARTER

MARCH

25 Sunday, 1:00 p.m.

Dormitories open

26 Monday, 8:30 a.m.
Classes begin

MAY

25 Friday, 5:00 p.m.
Classes end

26 Saturday, 9:00 a.m.
Examinations begin

30 Wednesday, 11:30 a.m.
Senior examinations end

31 Thursday, 4:30 p.m.
Examinations end

JUNE

3 Sunday
Baccalaureate and graduation

4 Monday, 10:00 a.m.
Dormitories close

1984-85

FALL QUARTER

SEPTEMBER

4 Tuesday, 1:00 p.m.
Dormitories open for new students

4 Tuesday, 5:30 p.m.
Orientation activities begin

5 Wednesday, 8:30 a.m.
Registration of new students

6 Thursday, 10:30 a.m.
Registration of returning students

7 Friday, 8:30 a.m.
Classes begin

NOVEMBER

13 Tuesday, 5:00 p.m.
Classes end

14 Wednesday,
Reading Day—no classes scheduled

15 Thursday, 9:00 a.m.

Examinations begin

20 Tuesday, 4:30 p.m.
Examinations end

21 Wednesday, 10:00 a.m.
Dormitories close

WINTER QUARTER

JANUARY

2 Wednesday, 9:00 a.m.
Dormitories open

2 Wednesday,
2:50 p.m.
Scheduling for winter quarter

3 Thursday, 8:30 a.m.
Classes begin

MARCH

7 Thursday, 4:30 p.m.
Scheduling for spring quarter

8 Friday, 5:00 p.m.
Classes end

9 Saturday, 9:00 a.m.
Examinations begin

14 Thursday, 4:30 p.m.
Examinations end

15 Friday, 10:00 a.m.
Dormitories close

SPRING QUARTER

MARCH

24 Sunday, 1:00 p.m.
Dormitories open

25 Monday, 8:30 a.m.
Classes begin

MAY

24 Friday, 5:00 p.m.
Classes end

25 Saturday, 9:00 a.m.
Examinations begin

29 Wednesday, 11:30 a.m.
Senior examinations end

30 Thursday, 4:30 p.m.
Examinations end

JUNE

2 Sunday
Baccalaureate and graduation

3 Monday, 10:00 a.m.
Dormitories close

EVENTS

TABLETALK

Saturday, October 22, 1981

1:00 - 2:00

HUB

Biological and Physiological
Differences Between

Men and Women"

Faculty and local participants



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Agnes Scott College has been dedicated, throughout its distinguished history, to the education of young women so that they may live to their fullest potential. The College has always required intellectual diligence of its students as they learn about themselves, their history, cultures past and present, the natural world, societies and languages, the arts and

literature. Agnes Scott's contemporary liberal arts curriculum, planned with women in mind and taught with concern for academic excellence and development of the human spirit, is the best possible preparation for meaningful involvement in life-long pursuits, whether paid employment, family responsibilities, or church and community service.

Students privileged to attend women's colleges enjoy the traditional advantages of full opportunity for campus leadership and affirmation of their abilities as women. They also profit from a new awareness of and preparation for the wider range of possibilities open to women who will live the greater part of their lives in the twenty-first century. Although most Agnes Scott students are of conventional college age, increasing numbers of women who bring significant life experience to their formal studies are choosing the College as the ideal place to combine practical knowledge with liberal learning.

Agnes Scott's commitment to the Christian world view provides a satisfying perspective from which to study all aspects of life freely and openly and gives a sense of wholeness and meaning in a sometimes confusing and chaotic modern environment. The College is dedicated to offering the best of the old and the new in a spirit of friendship and achievement. When a woman begins her study at this institution, she becomes a member of an ongoing community which both sustains her and has a claim on her. The goals of the College are realized when its graduates, equipped intellectually, physically, and spiritually, enrich and improve the society in which they live.

—President Ruth A. Schmidt, 1983



ORGANIZATION OF THE COLLEGE 1982-1983

BOARD OF TRUSTEES

L. L. GELLERSTEDT, JR.	Chair	L. L. GELLERSTEDT, JR.	
G. CONLEY INGRAM	Vice-Chair	President, Beers Construction Company	
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	Decatur, Georgia		
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Senior Consultant, Government Services			
Practicé Unit			
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	Atlanta, Georgia		
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	Auburn, Alabama		
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'Church			
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	Atlanta, Georgia		
KATHERINE A. GEFFCKEN			
Alumna			
Professor of Greek and Latin,			
Wellesley College			
	Wellesley, Massachusetts		
EDWARD P. GOULD			
President, Trust Company Bank			
	Atlanta, Georgia		
JACQUELYN SIMMONS GOW			
Alumna			
	Atlanta, Georgia		
G. CONLEY INGRAM			
Attorney, Alston and Bird			
	Atlanta, Georgia		
DONALD R. KEOUGH			
President and Chief Operating Officer			
The Coca-Cola Company			
	Atlanta, Georgia		
HARRIET M. KING			
Alumna			
Associate Professor of Law,			
Emory University			
	Atlanta, Georgia		
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President, Printpack, Inc.			
	Atlanta, Georgia		
SUZELLA BURNS NEWSOME			
Alumna			
	Atlanta, Georgia		
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Vice President, Kidder, Peabody and			
Company			
	Atlanta, Georgia		
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Seminary			
	Decatur, Georgia		
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President, Scottsdale Mills			
	Scottsdale, Georgia		
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Attorney, King and Spalding			
	Atlanta, Georgia		
NANCY HOLLAND SIBLEY			
Alumna			
	Charlotte, North Carolina		
JOHN E. SMITH, II			
President, John Smith Company			
	Smyrna, Georgia		

SAMUEL R. SPENCER, JR.
President, Davidson College
Davidson, North Carolina

A. H. STERNE
Chairman of the Board, Retired
Trust Company of Georgia
Atlanta, Georgia

E. LEE STOFFEL
Minister, Sardis Presbyterian Church
Charlotte, North Carolina

J. RANDOLPH TAYLOR
Minister, Myers Park Presbyterian
Church
Charlotte, North Carolina

THOMAS R. WILLIAMS
Chairman of the Board
First National Bank
Atlanta, Georgia

DIANA DYER WILSON
Alumna
Winston-Salem, North Carolina

EMERITUS TRUSTEES

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Orlando, Florida

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J. A. MINTER, Jr.
Tyler, Alabama

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Danville, Kentucky

JOHN A. SIBLEY
Atlanta, Georgia

HAL L. SMITH
Atlanta, Georgia

MARY WEST THATCHER
Miami, Florida

WILLIAM C. WARDLAW
Atlanta, Georgia

GEORGE W. WOODRUFF
Atlanta, Georgia



ADMINISTRATION AND STAFF

OFFICE OF THE PRESIDENT

RUTH A. SCHMIDT, B.A., M.A., Ph.D.	President
MARY ALVERTA BOND, B.A.	Administrative Assistant to the President
BARBARA C. GRATTO, B.A.	Secretary in the Office of the President

OFFICE OF THE DEAN OF THE COLLEGE

JULIA THOMAS GARY, B.A., M.A., Ph.D.	Dean of the College
GUÉ PARDUE HUDSON, B.A., M.A.T.	Assistant Dean of the College
ELIZABETH REYNOLDS MOYE, B.A., M.A., Ph.D.	Assistant Dean of the College
MARY WALKER FOX, B.A.	Editor of the Catalog
BETTY H. STELL	Secretary to the Dean of the College
BARBARA C. GRATTO, B.A.	Secretary in the Office of the Dean of the College

MARY P. GANNON, A.A.	Secretary to the Faculty
LINDA TALLEY ALLEN	Secretary in Office Services
OFFICE OF THE REGISTRAR	

MARY KATHRYN OWEN JARBOE, B.A.	Registrar
MARCIA DENISE MITCHELL, A.A.	Secretary to the Registrar

THE LIBRARY	
JUDITH B. JENSEN, A.B., M.L.S.	Librarian
MILDRED W. WALKER	Secretary to the Librarian
LILLIAN NEWMAN, B.A., B.S.L.S., M.Ln	Associate Librarian; Readers' Services Librarian
ELIZABETH T. GINN, B.S., M.Ln.	Periodicals Librarian; Readers' Services Librarian
MARY CARTER, B.A., M.Ln.	Assistant Readers' Services Librarian
SANDRA H. KERR	Circulation Assistant

KATHLEEN L. WELLS, B.A., M.S.L.S.	Technical Services Librarian
CYNTHIA T. RICHMOND, B.A.	Technical Services Assistant
JOYCE STAVEN, B.S.	Technical Services Assistant
ELIZABETH L. WECH, B.A.	Technical Services Assistant
ADJUNCT ACADEMIC PERSONNEL	

LINDA MARVA HILSENRAD, B.A., M.A.	Director of Media Services
FRANÇOISE PICARONNY D.E.U.G. d'anglais, Licence d'anglais	Departmental Assistant in French
JULIUS D. W. STAAL, Fellow of the Royal Astronomical Society; Director of the Planetarium of the Bradley Observatory	
RICHARD A. SWANSON, B.S., Ph.D.	Coordinator of Laboratories
OFFICE OF THE DEAN OF STUDENTS	

MARTHA C. KIRKLAND, B.S., M.A.	Dean of Students
MOLLIE MERRICK, B.A., M.A.	Assistant Dean of Students
KAREN R. GRANTHAM	Assistant to the Dean of Students
HANNA LONGHOFER	Assistant to the Dean of Students
LYGIA HOOPER SPEARS, B.A.	Assistant to the Dean of Students
MERYL S. McNEAL STEELE, B.A., M.A.	Assistant to the Dean of Students
ROSA S. TINSLEY	Secretary to the Dean of Students
FINANCIAL AID	

SUSAN D. LITTLE, B.A.	Director of Financial Aid
ALICE S. GRASS, B.A.	Assistant Director of Financial Aid
JOYCE R. FALLIN	Secretary in the Office of Financial Aid
CAREER PLANNING	

ELIZABETH D. WOOD, B.A., M.Ed.	Director of Career Planning
BEVERLY T. LORIG, B.S., M.Ed.	Assistant Director of Career Planning
MARILYN A. GOODEN	Secretary in the Office of Career Planning
ALICE GEORGE	College Hostess

THE HEALTH CENTER

W. HUGH SPRUELL, M.D.

Medical Director;
Consulting Internist

BARBARA CROFT, M.D.

Consulting Gynecologist

JANICE W. JOHNSTON, M.D.

Consulting Gynecologist

J. FRANK CLARK, Ph.D.

Consulting Psychologist

ROSEMARY KRINER,

B.S.N., M.N., N.P., R.N.

Director of Student Health Services

CATHLEEN L. ERRETT,

R.N., B.S.N., M.S.N.

Health Center Nurse

OFFICE OF THE VICE PRESIDENT
FOR BUSINESS AFFAIRS

LEE A. BARCLAY, B.S., M.S.

Vice President for Business Affairs

LINDA P. ANDERSON, B.A.

Administrative Assistant to the
Vice President for Business Affairs

KATE B. GOODSON

Director of Accounting

LEA ANN G. HUDSON, B.A.

Assistant Director of Accounting

LELWANDA L. DANIEL

Accounts Payable

JANET M. GOULD

Personnel Director

MIRIAM S. LYONS

Clerical Assistant

ELOISE ALLEN, A. A.

Accounts Receivable

VAUGHAN W. BLACK

Director of Physical Plant

SUE WHITE

Administrative Assistant
to the Director of Physical Plant

ROSA LEE SMITH

Custodial Supervisor

ALICE T. BUTKER

Assistant Custodial Supervisor

JAMES W. PARR

Grounds Supervisor

ROBERT F. POSS

Building Maintenance Supervisor

WILEY J. WATERS

Engineering Supervisor

BARBARA F. SAUNDERS, B.S.

Food Service Manager

GAIL S. WEBER, A.A.

Assistant Food Service Manager

HAROLD E. RAPELJE

Supervisor of Food Services

DEE E. EDWARDS

Manager of the Bookstore
and the Post Office

ELSIE P. DOERPINGHAUS

Assistant in the Bookstore

URSULA M. BOOCH

Postmistress

AL S. EVANS

Director of Public Safety

PEGGY HOTHEN

Switchboard Supervisor

OFFICE OF THE VICE PRESIDENT
FOR DEVELOPMENT

PAUL M. McCAIN, Ph.D., Litt.D., LL.D.

Vice President for Development

BONNIE B. JOHNSON, B.A.

Director of Agnes Scott Fund

PENNY RUSH WISTRAND, B.S.

Assistant Director of Agnes Scott Fund

JILL V. B. ADAMS

Fund Officer

BETTY A. BOLICK

Fund Officer

MARY C. CHASTAIN

Fund Officer

OFFICE OF PUBLIC RELATIONS

SARA A. FOUNTAIN, B.A.

Director of Public Relations

ANDREA K. HELMS, B.A.

News Director;

Assistant to the Director
of Public Relations

DOROTHEA S. MARKERT

Coordinator of Campus Events
and Conferences;

Assistant to the Director
of Public Relations

OFFICE OF ALUMNAE AFFAIRS

VIRGINIA BROWN MCKENZIE, B.A.

Director of Alumnae Affairs

JEAN CHALMERS SMITH, B.A.

Associate Director
of Alumnae Affairs

JULIETTE HARPER, B.A.

Assistant to the Director
of Alumnae Affairs

ELIZABETH WOOD SMITH, B.A.

Manager of the Office
of Alumnae Affairs

PEGGY E. DAVIS, B.A.

Hostess and Manager
of Alumnae House

OFFICE OF ADMISSIONS

JUDITH MAGUIRE TINDEL, B.A.	Director of Admissions
PATRICIA ANNE ARNSEN, B.A.	Assistant to the Director of Admissions
KATHERINE AKIN BREWER, B.A.	Assistant to the Director of Admissions
CARTER MOORE HOYT, B.A.	Assistant to the Director of Admissions
SHARON LYNN MAITLAND, B.A.	Assistant to the Director of Admissions
DENISE HUNTER McFALL, B.A.	Assistant to the Director of Admissions
MICHELE RAFFEL SHUMARD, B.A.	Assistant to the Director of Admissions
JA N B. JOHNSON, A.A.	Secretary in the Office of the Director of Admissions
FAYE R. NOBLE	Secretary in the Office of the Director of Admissions

FACULTY

EMERITUS FACULTY

Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.	
WALLACE McPHERSON ALSTON, Th.D., LL.D. (1948-1973)	President of the College
MARVIN BANKS PERRY, JR., Ph.D., LL.D., LL.D., Litt.D. (1973-1982)	President of the College
MARGARET TAYLOR PHYTHIAN, Docteur de l'Université de Grenoble (1916-1919; 1923-1964)	Professor of French
GEORGE P. HAYES, Ph.D. (1927-1967)	Professor of English
LLEWELLYN WILBURN, M.A. (1920-1922; 1926-1967)	Associate Professor of Physical Education
PIERRE THOMAS, Ingénieur-docteur (1951-1967)	Assistant Professor of French
LESLIE JANET GAYLORD, M.S. (1921-1968)	Assistant Professor of Mathematics
WALTER B. POSEY, Ph.D., L.H.D. (1943-1970)	Professor of History and Political Science

WILLIAM A. CALDER, Ph.D. (1947-1971)
Professor of Physics and Astronomy

KATHARINE TAIT OMWAKE, Ph.D.
(1928-1929; 1930-1972)
Associate Professor of Psychology

ERIKA MEYER SHIVER, Ph.D.
(1962-1972)
Professor of German

ANNA JOSEPHINE BRIDGMAN, Ph.D.
(1949-1974)
Professor of Biology

FLORENE J. DUNSTAN, Ph.D.
(1941-1974)
Professor of Spanish

ROBERTA WINTER, Ed.D. (1939-1974)
Professor of Speech and Drama

WILLIAM JOE FRIERSON, Ph.D.
(1946-1975)
Professor of Chemistry

MICHAEL McDOWELL, M.A.
(1950-1975)
Professor of Music

PAUL LESLIE GARBER, Ph.D.
(1943-1976)
Professor of Bible and Religion

CHLOE STEEL, Ph.D. (1955-1976)
Professor of French

WALTER EDWARD McNAIR, Ph.D.
(1952-1977)
*Associate Professor of English;
Director of Public Relations*

RONALD B. WILDE, M.A.T. (1965-1978)
Assistant Professor of Mathematics

MARY VIRGINIA ALLEN, Ph.D.
(1948-1951; 1954-1979)
Professor of French

MARY WALKER FOX, B.A.
(1937-1944; 1952-1979)
Instructor in Chemistry

NANCY PENCE GROSECLOSE, Ph.D.
(1947-1979)
Professor of Biology

MYRNA GOODE YOUNG, Ph.D.
(1955-1956; 1957-1979)
*Professor of Classical
Languages and Literatures*

GERALDINE M. MERONEY, Ph.D.
(1966-1983)
Professor of History



TEACHING FACULTY
AND ADMINISTRATORS
WITH FACULTY STANDING

Date in parentheses indicates year of appointment

* ADA M. ALEMAN

B.A., M.A. Georgia State University
Lecturer in Spanish

MARGARET PERRY AMMONS (1969)
B.S. University of Georgia, M.A. Emory
University, Ph.D. University of Chicago
Professor of Education

B. W. BALL (1967)

B.A. University of Virginia, M.A.T. Duke
University, Ph.D. University of Kentucky
Associate Professor of English

DAVID PAUL BEHAN (1974)

B.A. Yale University, Ph.D. Vanderbilt
University
Associate Professor of Philosophy

GUNTHER BICKNESE¹ (1966)

Dr. phil. Philipps University, Marburg,
Germany
Professor of German

DIANE STOCKMAR BONDS (1982)

B.A. Goucher College, M.A. University of
Richmond, Ph.D. Bryn Mawr College
Assistant Professor of English

SANDRA T. BOWDEN (1968)

B.S. Georgia Southern College; M.A.,
Ph.D. University of North Carolina at
Chapel Hill
Professor of Biology

ARTHUR LEE BOWLING, JR. (1977)

B.S. College of William and Mary; M.S.,
Ph.D. University of Illinois
Associate Professor of Physics

CHRISTABEL P. BRAUNROT (1976)

B.A. McGill University, Ph.D. Yale
University
Associate Professor of French

JACK T. BROOKING (1974)

B.A. University of Iowa; M.A., M.F.A.,
Ph.D. Western Reserve University
*Annie Louise Harrison Waterman
Professor of Theatre*

MICHAEL J. BROWN (1960-62; 1965)

B.A. LaGrange College; M.A., Ph.D.
Emory University
Charles A. Dana Professor of History

*ROBERT L. BROWN

B.M., M.A. State University of New York
as Stony Brook
Lecturer in Music

¹On leave full quarter

*Part time

ANTHONY J. BUCEK (1981)	*BEATRICE CITRON
B.S. Mercer University, M.F.A. North Texas State University	B.A. University of California at Berkeley, M.A. New York University <i>Lecturer in Spanish</i>
Instructor in Art	
MARY K. BUMGARNER (1980)	AUGUSTUS B. COCHRAN III (1973)
B.B.A. Georgia State University	B.A. Davidson College, M.A. Indiana University, Ph.D. University of North Carolina at Chapel Hill <i>Associate Professor of Political Science</i>
Instructor in Economics	
*CAROL LYN BUTCHER	*SUSAN STRINGER CONNELL
B.M. Georgia State University	B.A. Agnes Scott College <i>Instructor in Chemistry</i>
Lecturer in Music	
MARY ELIZABETH BUTLER (1981)	LEE BIGGERSTAFF COPPLE (1961)
B.A. Harvard University, M.F.A. University of California at Irvine, Ph.D. Stanford University	B.A. University of North Carolina at Chapel Hill; M.A., Ph.D. University of Michigan; Ph.D. Vanderbilt University <i>Associate Professor of Psychology</i>
Assistant Professor of English	
RONALD LEE BYRNESIDE (1975)	ALICE JEANNE CUNNINGHAM (1966-67; 1968)
B.A. Cincinnati Conservatory of Music, M.A. Yale University, Ph.D. University of Illinois	B.A. University of Arkansas, Ph.D. Emory University <i>William Rand Kenan, Jr., Professor of Chemistry</i>
Charles A. Dana Professor of Music	
GAIL CABISIUS (1974)	MARYLIN BARFIELD DARLING (1971)
B.A. Smith College; M.P.A. Georgia State University; M.A., Ph.D. Bryn Mawr College	B.S., M.M. Florida State University <i>Assistant Professor of Physical Education</i>
Associate Professor of Classical Languages and Literatures	
FRANCES CLARK CALDER (1953-69; 1974)	*CLINT DEVEAUX
B.A. Agnes Scott College; Certificat de prononciation française, l'Université de Paris; M.A., Ph.D. Yale University <i>Adeline Arnold Lordinas Professor of French</i>	B.A. State University of New York at Buffalo, J.D. Emory University <i>Lecturer in Political Science</i>
PENELOPE CAMPBELL (1965)	*LUDWIG R. DEWITZ
B.A. Baylor University; M.A., Ph.D. The Ohio State University	B.D. University of London, Ph.D. The Johns Hopkins University <i>Visiting Professor of Bible and Religion</i>
Professor of History	
AYSE ILGAZ CARDEN (1978)	*CAROLINE MATHENY DILLMAN (1978)
B.A. Agnes Scott College; M.A., Ph.D. Emory University	B.A. The Pennsylvania State University; M.A. San José State University; M.A., Ph.D. Stanford University <i>Assistant Professor of Sociology and Anthropology</i>
Associate Professor of Psychology	
M. ELOISE BROWN CARTER (1978)	*SUZETTE J. DOYON-BERNARD
B.A. Wesleyan College; M.S., Ph.D. Emory University	B.A. Florida Atlantic University, M.A. University of South Florida, Ph.D. University of Georgia <i>Mary Wallace Kirk Visiting Assistant Professor of Art</i>
Instructor in Biology	
KWAI SING CHANG (1956)	MIRIAM KOONTZ DRUCKER (1955)
B.A. University of Hawaii; B.D., Th.M. Princeton Theological Seminary; Ph.D. University of Edinburgh <i>Professor of Bible and Religion</i>	B.A. Dickinson College, M.A. Emory University, Ph.D. George Peabody College for Teachers <i>Charles A. Dana Professor of Psychology</i>
NATHAN J. CITRIN	
B.B.A. City College of New York, J.D. Brooklyn Law School, C.P.A.	
Lecturer in Economics	

*TODD EVANS

B.A. Princeton University; M.B.A., J.D.
Stanford University

Lecturer in Political Science

JAY FULLER (1954)

B.S. The Johns Hopkins University,
Peabody Conservatory of Music

Assistant Professor of Music

JULIA THOMAS GARY (1957)

B.A. Randolph-Macon Woman's College,
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Emory University

*Professor of Chemistry;
Dean of the College*

JOHN LEWIS GIGNILLIAT (1969)

B.A. University of North Carolina at
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Ph.D. University of Wisconsin

Associate Professor of History

*JUTTA I. HALL

M.A. University of Munich

Lecturer in German

STEVEN A. HAWORTH (1976)

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Assistant Professor of Political Science

MARY ELOISE HERBERT (1954)

B.A. Winthrop College, M.A. Duke University

Assistant Professor of Spanish

THOMAS W. HOGAN (1965)

B.A. University of Florida; M.A., Ph.D.,
University of Arkansas

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CLAIRE M. HUBERT (1964)

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*Lecturer in Education;
Assistant Dean of the College*

ROBERT S. HYDE (1978)

B.A. Colgate University, M.S. University of New Hampshire, Ph.D. The Pennsylvania State University

*Assistant Professor of Physics and Astronomy;
Director of the Bradley Observatory*

MARY KATHRYN OWEN JARBOE

(1974)

B.A. Agnes Scott College

Registrar

*Part time



- JUDITH BOURGEOIS JENSEN (1977)
 B.A. Chestnut Hill College, M.L.S.
 University of California at Berkeley
Librarian
- EDWARD C. JOHNSON (1965)
 B.A. Kentucky Wesleyan College, M.S.
 University of Missouri, Ph.D. Georgia
 State University
Associate Professor of Economics
- CONSTANCE ANNE JONES (1973)
 B.A., M.A.T. Vanderbilt University;
 Ph.D. Emory University
Associate Professor of Sociology
- HUGUETTE D. KAISER (1969)
 B.A. St. Mary's College, M.A. University
 of Notre Dame, Ph.D. Emory University
Associate Professor of French
- KATHARINE D. KENNEDY (1981)
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 ford University
Assistant Professor of History
- *ELIZABETH PROCTOR KIMBLE
 B.A. Queens College, M.M.Ed. Florida
 State University
Instructor in Education
- MARTHA C. KIRKLAND (1974)
 B.S. University of Illinois, M.A. George
 Washington University
Dean of Students
- *C. BENTON KLINE, JR.
 B.A. The College of Wooster; B.D., Th.M.
 Princeton Theological Seminary; Ph.D.
 Yale University
*Wallace McPherson Alston Visiting
 Professor of Bible and Religion*
- *SYLVIA H. KREBS
 B.A. Belhaven College; M.A., Ph.D.
 University of Alabama
Visiting Assistant Professor of History
- PAUL MARTIN KUZNESOF (1979)
 B.Sc. Brown University, Ph.D. North-
 western University
Associate Professor of Chemistry
- JEAN LEMONDS (1978)
 B.M. Westminster Choir College
Instructor in Music
- ROBERT ARTHUR LESLIE (1970)
 B.S. Davidson College; M.A., Ph.D.
 University of Georgia
Associate Professor of Mathematics
- *ELIZABETH LIDE
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 Georgia State University
Visiting Instructor in Art
- *ELISABETH LUNZ
 B.A. Agnes Scott College, M.A. Duke
 University, Ph.D. Tulane University,
 M.Div. Interdenominational Theological
 Center
*Visiting Associate Professor
 of Bible and Religion*
- SALLY ANNE MacEWEN (1982)
 B.A. Mount Holyoke College; M.A., Ph.D.
 University of Pennsylvania
*Assistant Professor of Classical
 Languages and Literatures*
- NANCY HURT MANSON (1982)
 B.S. Westhampton College of the Universi-
 ty of Richmond, Ph.D. Virginia Common-
 wealth University
Assistant Professor of Biology
- KATHRYN ANN MANUEL (1958)
 B.S. Purdue University, M.A. New York
 University, P.E.D. Indiana University
Associate Professor of Physical Education
- RAYMOND JONES MARTIN (1950)
 B.S. Juilliard School of Music; M.S.M.,
 S.M.D. Union Theological Seminary at
 New York
*Professor of Music;
 College Organist*
- THEODORE KENNETH MATHEWS
 (1967)
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 University, Ph.D. University of Michigan
Associate Professor of Music
- PAUL M. McCAIN (1969)
 B.A. Erskine College; M.A., Ph.D. Duke
 University; Litt.D. Arkansas College;
 LL.D. Davis and Elkins College
Vice President for Development
- TERRY S. McGEHEE¹ (1976)
 B.A. Queens College, M.F.A. Washington
 University
Assistant Professor of Art
- KATE McKEMIE (1956)
 B.S. Georgia College at Milledgeville, M.A.
 New York University, Ed.D. University of
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Professor of Physical Education
- MOLLIE MERRICK (1959)
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 College of Columbia University
Assistant Dean of Students
- JO ANN MESSICK (1979)
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 Greensboro, M.S. Indiana University
Instructor in Physical Education

¹On leave 1982-83^{*}Part time

*ELIZABETH REYNOLDS MOYE (1981)	DUDLEY W. SANDERS (1979)
B.A., M.A., Ph.D. Emory University Assistant Dean of the College	B.A. Kenyon College, M.F.A. Northwestern University <i>Instructor in Theatre</i>
JACK L. NELSON (1962)	RUTH A. SCHMIDT (1982)
B.A. University of Kentucky; M.A., Ph.D. Harvard University	B.A. Augsburg College, M.A. University of Missouri, Ph.D. University of Illinois <i>President of the College</i>
	CONSTANCE SHAW (1966)
LILLIAN NEWMAN (1948)	B.A. Smith College, Ph.D. Columbia University <i>Professor of Spanish</i>
B.A. Lincoln Memorial University, B.S.L.S. George Peabody College for Teachers, M.L.n. Emory University Associate Librarian; Readers' Services Librarian	MARY BONEY SHEATS (1949)
LOIS MORE OVERBECK (1981)	B.A. University of North Carolina at Greensboro, M.A. Emory University, Ph.D. Columbia University, L.H.D. Austin College, LL.D. Presbyterian College <i>Fuller E. Callaway Professor of Bible and Religion</i>
B.A. Beloit College, M.A. University of Chicago, Ph.D. University of Pennsylvania Assistant Professor of English	ALBERT D. SHEFFER, JR. (1976)
*KATHRYN E. PALUMBO	B.A. Birmingham-Southern College; M.A., Ph.D. Rice University <i>Assistant Professor of Mathematics</i>
B.A. College of Wooster, M.S.S.A. Case Western Reserve University <i>Lecturer in Sociology</i>	JOYCE MERCEDES SMITH (1982)
RICHARD DAVID PARRY (1967)	B.A., M.A., Ph.D. Georgia State University <i>Associate Professor of Education</i>
B.A. Georgetown University, M.A. Yale University, Ph.D. University of North Carolina at Chapel Hill <i>Professor of Philosophy</i>	LELAND STAVEN (1969)
MARIE SOPHIE HUPER PEPE (1951)	B.F.A. University of Wisconsin at Milwaukee, M.F.A. California College of Arts and Crafts <i>Associate Professor of Art; Curator of the Dalton Galleries</i>
B.F.A., M.A., Ph.D. The State University of Iowa Charles A. Dana Professor of Art	*JODY TAYLOR-HARRIS
MARGARET W. PEPPERDENE (1956)	B.M. Peabody Institute of Music <i>Lecturer in Music</i>
B.S. Louisiana State University; M.A., Ph.D. Vanderbilt University Ellen Douglass Leyburn Professor of English	JUDITH MAGUIRE TINDEL (1973)
JOHN F. PILGER (1979)	B.A. Agnes Scott College <i>Director of Admissions</i>
B.S., Ph.D. University of Southern California Assistant Professor of Biology	JOHN A. TUMBLIN, JR. (1961)
PATRICIA GARLAND PINKA (1969)	B.A. Wake Forest College; M.A., Ph.D. Duke University <i>Professor of Sociology and Anthropology</i>
B.A. University of Pittsburgh, M.A. San Francisco State College, Ph.D. University of Pittsburgh Professor of English	*THOMAS G. UNDERWOOD
BECKY B. PROPHET (1982)	B.M. Georgia State University, M.M. Manhattan School of Music <i>Lecturer in Music</i>
B.A. Alfred University, M.A. University of Michigan <i>Instructor in Theatre</i>	WILLIAM H. WEBER III (1971)
SARA LOUISE RIPY (1958)	B.A. Lafayette College, Ph.D. Columbia University <i>Associate Professor of Economics</i>
B.A. Randolph-Macon Woman's College; M.A., Ph.D. University of Kentucky Professor of Mathematics	

*Part time

INGRID EMMA WIESHOFER (1970)
Teacher's Diploma, Ph.D. University of
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Associate Professor of German

*CHRISTINE L. WILSON
B.M.E. Shorter College, M.M. Georgia
State University

Lecturer in Music

HARRY WISTRAND (1974)
B.A. Austin College, M.A. North Texas
State University, Ph.D. Arizona State
University

Assistant Professor of Biology

LINDA LENTZ WOODS (1968)
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Emory University

Associate Professor of English

NAI-CHUANG YANG (1981)
B.S. National Taiwan Normal University;
M.S., Ph.D. University of Idaho

Assistant Professor of Chemistry

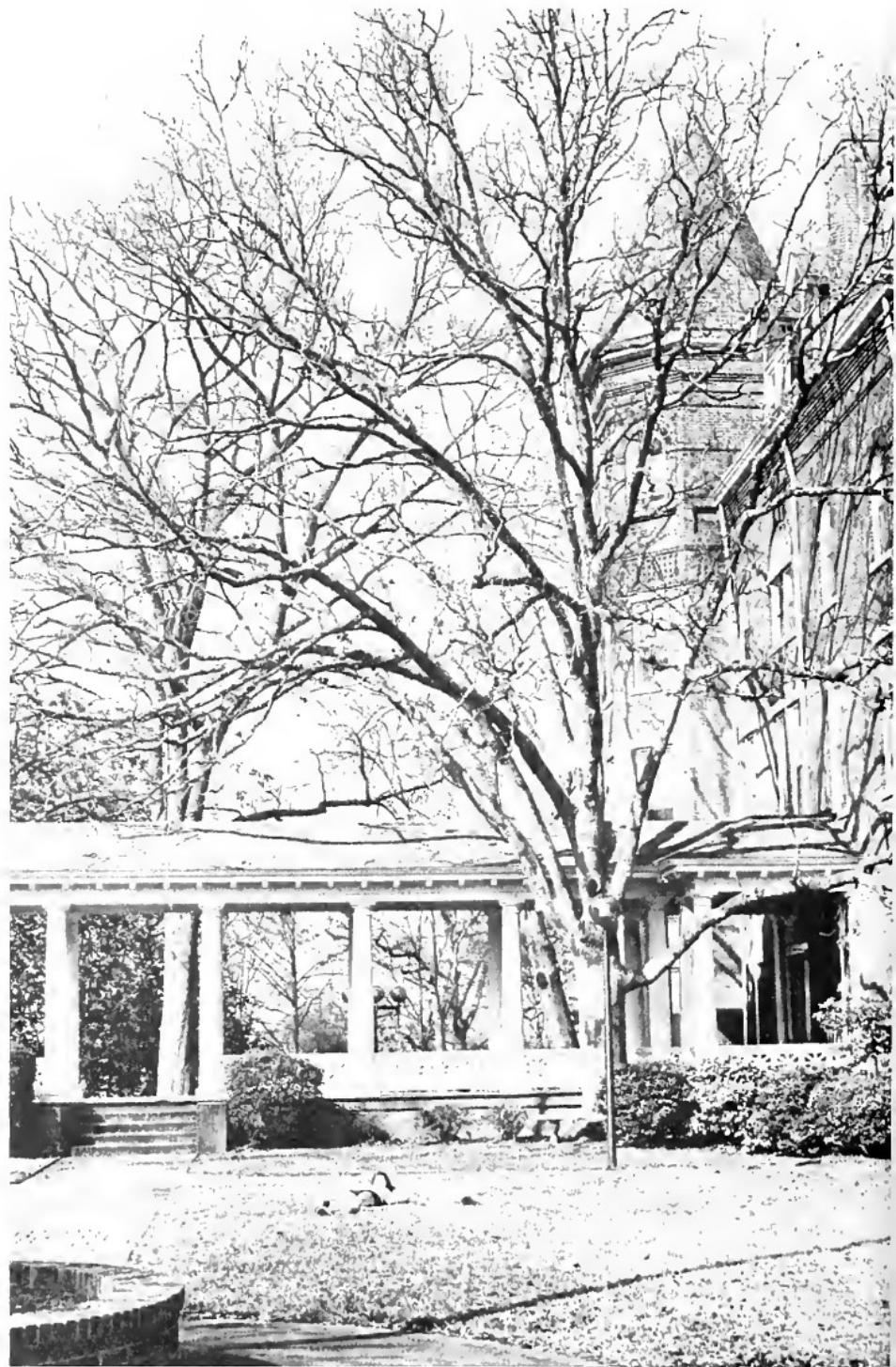
DONALD FRANCIS YOUNG (1978)
B.S. Duke University; M.S., Ph.D.
University of Virginia

Assistant Professor of Mathematics

*MYRNA GOODE YOUNG
B.A. Eureka College; M.A., Ph.D. University of Illinois

*Visiting Professor of Classical
Languages and Literatures*





THE COLLEGE

HISTORY



Agnes Scott had its beginnings in the faith and vision of a small group of Presbyterians in Decatur, Georgia. The organizing of a Christian school was undertaken in July of 1889, and, under the influence of the Reverend Frank Henry Gaines, minister of the Decatur Presbyterian Church, it was decided that the school would be primarily for girls and young women. Founded in that year as the Decatur Female Seminary, the school occupied a rented house and had slightly over \$5,000 of subscribed capital. There were four teachers and sixty-three students, and the work offered was of grammar-school level. In the spring of 1890, Colonel George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide "a home" for the school. Colonel Scott had earlier provided 40% of the initial capital, and his gifts to the new school constituted the largest sum given to education

in Georgia up to that time. In recognition of his interest and support, the Board of Trustees changed the school's name to Agnes Scott Institute in honor of Colonel Scott's mother.

Within ten years the Institute was accredited as a secondary school. In 1906 it was chartered as Agnes Scott College, and the first degrees were awarded. The College was accredited in 1907 by the Southern Association of Colleges and Schools and thus became the first college or university in Georgia to receive regional accreditation. In 1920 the College was placed on the approved list of the Association of American Universities and in 1926 was granted a charter by the United Chapters of Phi Beta Kappa. Agnes Scott is also a charter member of the American Association of University Women and of the Southern University Conference.

Throughout its history, Agnes Scott has sought to maintain the ideals first voiced by its founders: ". . . the formation and development of Christian character" and "a high standard of scholarship." The College is proud of its Presbyterian heritage and continues an informal affiliation with the Presbyterian Church in the United States; but it has been since its founding an independent institution governed by a self-perpetuating Board of Trustees. Its academic program has been based on a firm adherence to the traditional liberal arts disciplines supplemented by academic and extracurricular opportunities designed to meet the changing needs of women in our society.

From modest beginnings, the permanent assets of the College have grown to almost \$60,000,000 of which some \$40,000,000 is in endowment. From a single house on a small lot Agnes Scott has expanded into twenty buildings on some one hundred acres. Since its founding in 1889, it has been served by five presidents: Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), Marvin Banks Perry, Jr. (1973-1982), and Ruth A. Schmidt (1982-).

PURPOSE



Agnes Scott was founded for the purpose of "establishing, perpetuating, and conducting a liberal arts college for the higher education of young women under auspices distinctly favorable to the maintenance of the faith and prac-

tice of the Christian religion."

In a rapidly changing world of increasing mechanization and complexity, the College continues to put its faith in the life of the mind and the spirit and in the liberating power of knowledge.

As a liberal arts college for undergraduate women, the purpose of the College has been elaborated as follows:

1. to help the student gain a basic acquaintance with each of three broad areas of knowledge — the humanities, natural sciences and mathematics, and social sciences — and competence in some particular phase of one area;
2. to develop through such study those qualities of mind — analytical, critical, and imaginative — which will enable the student to use the treasure of the past as well as contemporary contributions to knowledge, not only to enrich her own life but also to seek solutions to age-old and new problems;
3. to develop an appreciation for excellence and for creative achievement in all fields;
4. to encourage the student to find for herself a spiritual commitment and a set of values which will give vitality, meaning, and direction to her life;
5. to foster a concern for human worth and needs, physical as well as intellectual and spiritual;
6. to cultivate in the student a sense of responsibility to the society in which she lives, both within the college community and beyond.

STUDENT LIFE



THE HONOR SYSTEM

The Honor System is the cornerstone of life at Agnes Scott. The freedom to grow responsibly in social and academic life is the basis on which the Honor System is built. Each member of the college community is committed to develop and uphold high standards of honesty and behavior. Self-scheduled exams, unproctored quizzes, and open rooms are among the benefits enjoyed by students. Each student upon entrance agrees to undertake to live by the Honor System and to uphold the standards and regulations of the College outlined in the Student Handbook. A student who fails to do so may be suspended or dismissed. In either case, final action is taken by the Administrative Committee acting upon the recommendation of the appropriate student or faculty body.

RESIDENCE AND RESOURCES

The life of the College is influenced by the fact that students live and work in a small residential com-

munity. A dorm president and a dorm council are elected for each dormitory, and a senior resident, who is a member of the staff of the Dean of Students, is available for conferences when needed. All regulations governing the college community are clearly set forth in a Student Handbook which is given to each student when she arrives on the campus.

All rooms are at the same rate. Each room is furnished with single beds, mattresses and pillows, dressers, chairs, study tables, student lamps, and bookcases.

Full-time students must reside in a college dormitory or in a residence with parents, close relatives, or spouse. Exception is made in the case of students in the Return to College Program. Students who wish to change from resident to non-resident status or non-resident to resident status must obtain permission from the Dean of Students.

ORIENTATION

Orientation for new students is planned by a student organization, Orientation Council. All components of the college community help to provide a wide spectrum of activities, both academic and social, on the campus and in metropolitan Atlanta.

ADVISING AND COUNSELING

A chief function of the Dean of the College and her staff, assisted by major professors and other designated members of the faculty, is academic counseling.

General counseling of students, especially in relation to non-academic matters and social and ex-

tracurricular activities, is centered in the office of the Dean of Students. A consulting psychologist is available for additional counseling through the Dean of Students.

HEALTH SERVICES

The student health services of the College are supervised by the Dean of Students and are available in the Health Center of the Frances Winship Walters Infirmary. The college medical staff includes consultants in internal medicine, gynecology, and psychology. Nurses are on duty in the Health Center Monday through Friday.

The residence fee charged all boarding students includes ordinary infirmary and office treatment for resident students. The expense is met by the student if consultations, laboratory work, or prescription medications are required. Resident students are urged to consult with on-campus nurses before seeking off-campus medical treatment.

Cases of serious illness or accident may be referred to local hospitals.

Non-resident students may be treated for emergencies at the Health Center.

The College reserves the right, if parents or guardian cannot be reached, to make decisions concerning emergency health problems for any student. The parent is expected to sign the forms necessary for this right. Students are financially responsible for any care received at local hospitals or emergency rooms. Students should have insurance identification cards when consulting with outside health agencies.

CAREER PLANNING

The Office of Career Planning offers undergraduates and alumnae a

comprehensive program, the primary goals of which are an expanded awareness of career and lifestyle options, the ability to make informed career decisions, and the development of successful job-search strategies.

To help attain these goals, the Office provides individual counseling, conferences, and workshops on such topics as specific career fields, skills assessment, decision making, job hunting, resumé writing, and interviewing techniques.

A major component of the career planning program is experiential learning, with several options for off-campus experiences offered each year. Through the Shadow Program, students spend an afternoon or longer during the academic year talking with sponsors who work in career fields of interest to the student. By participating in the Extern Program, students themselves have a greater opportunity to perform some aspect of the job as they spend a concentrated five-day period during a school vacation with sponsors and their colleagues. Continually expanding internship opportunities are an integral part of the program.

Each student who seeks counseling has access both to self-assessment aids and vocational testing, as well as to an alumnae advisory network that provides career advisers and role models. A number of prospective employers and graduate schools send recruiters to the campus each year. Full-time, summer, and part-time job referrals are provided upon request. A permanent credentials service is provided for alumnae.

A Career Resource Room con-



tains books and pamphlets about traditional and non-traditional careers, lifestyles, the status of women in the work world, occupational outlook, and opportunities with specific employers. Graduate and professional school catalogs and directories are available.

Beginning in her freshman year, each student is encouraged to complement her academic work and extracurricular activities by participating in career-related activities both on and off the campus. Counseling, information, and job placement services are available to alumnae as well as to current students.

STUDENT GOVERNMENT

ORGANIZATION AND PURPOSE

To learn to live honorably and unselfishly in a community and to share the responsibility of self-government is the stated purpose of the Student Government Association. Such experiences are a part of the broader education offered at Agnes Scott. Students have an active role in shaping the policies and regulations of the College. The president of Student Government, the chair of Honor Court, and the chair of Interdormitory Council are full voting members of the Administrative Committee of the College in all student-oriented matters.

The activities of the students are directed through elected members of Representative Council, Honor Court, Interdormitory Council, and Dormitory Councils. Functioning closely with Student Government is the Board of Student Activities, which coordinates the programs of all student organizations including

Arts Council, Athletic Association, Christian Association, and Social Council. These groups are responsible for correlating campus activities with the needs of the college community.

EXTRACURRICULAR ACTIVITIES

Agnes Scott offers a broad range of activities for student participation. A number of special interest clubs (creative writing, dance, drama, foreign language, music, politics, and sports) are open to students. Through the faculty-student Lecture Committee, the College brings to the campus both lecturers and visiting scholars in various fields and distinguished personalities from the performing arts. Language clubs—Spanish, French, and German—offer opportunities to converse in the language and increase knowledge of the country and culture studied. Student publications are the *Profile*, the campus newspaper; the *Silhouette*, the student yearbook; and the *Aurora*, a quarterly literary magazine.

Arts Council serves as a coordinating body for stimulating creative expression and participation in the arts. Exhibitions of paintings and other objects of art are held continuously in the Dalton Galleries. The Studio Dance Theatre studies contemporary dance and gives an annual formal concert in the spring. The Glee Club, composed of fifty members, presents several concerts throughout the year. Three major productions are given each year by Blackfriars, the college drama group.

The Athletic Association encourages constructive leisure pur-

suits by offering a variety of athletic activities in individual and team sports. The Dolphin Club, formed in 1935, develops the art of synchronized swimming. Intercollegiate participation is sponsored in field hockey and tennis.

Other groups which meet special needs of the students are Orientation Council, concerned with activities of new students during the first weeks of school; Social Council; Commuting Student Council, which aids these students in participating fully in campus activities; Students for Black Awareness; Chimo, the club for international students; the Spirit Committee; and Working for Awareness.

CONFIDENTIALITY OF STUDENT RECORDS

The Family Rights and Privacy Act of 1974 (commonly called the Buckley Amendment) is designed to protect the privacy of education records, to establish the rights of students to inspect and review their records, and to provide a means of correcting inaccurate and misleading data. Agnes Scott College makes every effort to comply fully with the terms of this legislation.

Certain information is considered public and is released by the College at its discretion. Unless a student files written notification to withhold disclosure, the College will release announcements of graduation, honors, and awards, and will verify dates of attendance and conferring of degrees. Names, addresses, and other directory information will be released for use within the college community and in the college directory.

Transcripts of academic records and statements of academic status

are released to third parties only with the written authorization of the student. The parents of a dependent student have the right of access to the education record.

A student or her parent has the right to challenge any content of the student's education record which is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the Registrar of the College and, finally, to the United States Department of Health, Education and Welfare.

THE CAMPUS



Agnes Scott's wooded, hundred-acre campus is ideally situated in Decatur, a small city just fifteen minutes by rapid transit from the heart of downtown Atlanta. The College's twenty buildings range in architectural diversity from Victorian Agnes Scott Hall built in 1891 to modern Gothic Dana Fine Arts Building designed in 1965 by renowned architect John Portman.

BUTTRICK HALL, named in honor of a former president of the General Education Board of New

York, is the administration building and primary classroom building for the humanities and social sciences. Extensively renovated in 1979, this four-story building houses a language laboratory, audio-visual areas, and seminar rooms as well as classrooms and administrative and faculty offices.

McCAIN LIBRARY, named in honor of the College's second president, James Ross McCain, offers seven floors of open stacks and a variety of reading and study areas including a music-listening section. The Archives and the Special Collections rooms store such treasures as one of the five largest Robert Frost Collections in the United States. Library holdings include over 169,000 volumes as well as 16,000 items of audio-visual material—recordings, microfilms, movies, and tapes. Some 750 current periodicals are available.

The JOHN BULOW CAMP-BELL SCIENCE HALL serves the Departments of Biology, Chemistry, Physics-Astronomy, and Psychology. Built in 1952 and named in honor of a former trustee of the College, Campbell Hall was completely renovated and re-equipped in 1982. New facilities include a field laboratory, a biochemical laboratory equipped for radiation detection, and a chemical instrumentation area. Other facilities include expanded and updated computer facilities, departmental libraries and laboratories, and a greenhouse.

BRADLEY OBSERVATORY, which attracts Atlanta-area audiences for frequent public programs, is the teaching and laboratory facility for the College's astronomy program. The building, given by the W. D. and Sarah H.

Bradley Foundation, houses a 30-inch Beck Telescope, a planetarium, classrooms, laboratories, a dark room, and an optical shop.

The CHARLES A. DANA FINE ARTS BUILDING, named for the late nationally-known philanthropist, is the teaching and performing facility for the Departments of Art and Theatre. Special features include a printmaking laboratory; the Dalton Galleries, an outdoor sculpture court and stage, free-standing balcony studios, and a three-quarter round theatre with a thrust-stage. The Dalton Galleries display works by local, regional, and national artists as well as the College's five permanent collections of nineteenth- and twentieth-century paintings and contemporary sculpture and ceramics.

PRESSER HALL bears the name of Theodore Presser, Philadelphia music publisher. Housing the Department of Music, Presser Hall has facilities ranging from sound-proof studios and practice rooms to the Gaines Chapel performance hall which seats nine hundred persons. Gaines Chapel is the site of guest performances by such distinguished groups as the Guarneri String Quartet and the National Shakespeare Company. Built into Gaines Chapel is a 2,500-pipe electro-pneumatic Austin organ. A mechanical Schlicker organ is located in a smaller auditorium, Maclean, which is used for student recitals and lectures by visiting scholars.

BUCHER SCOTT GYMNASIUM, named for a former trustee of the College, is the center of curricular, intramural, and inter-

collegiate athletics. Located here are basketball and badminton courts, a heated swimming pool, and physical education staff offices. Adjacent to the gymnasium are five all-weather Laykold tennis courts, an amphitheatre, and a playing field for hockey, softball, archery, and other field sports.

The MURPHEY CANDLER STUDENT ACTIVITIES BUILDING, or "The Hub," has a snack bar and is often the scene of campus parties and informal gatherings of faculty and students.

Named in honor of its principal donor, the LETITIA PATE EVANS DINING HALL with its vaulted ceiling and chandeliers has been the scene of Renaissance feasts and graduation receptions. The College bookstore and post office are located on the ground floor.

The six dormitories, which are all located on the campus, range in architectural style from Victorian-era Agnes Scott Hall, the original college building, to modern Winship Hall built in the 1960's.

Other buildings on the campus are the President's home and the ANNA YOUNG ALUMNAE HOUSE which provides, by reservation, overnight paid accommodations for visiting alumnae, parents, and friends of the College. The FRANCES WINSHIP WALTERS INFIRMARY houses the Health Center and is named in honor of the donor, an alumna and trustee.

THE UNIVERSITY CENTER IN GEORGIA, INCORPORATED

Agnes Scott College is one of the eleven Atlanta-area institutions of

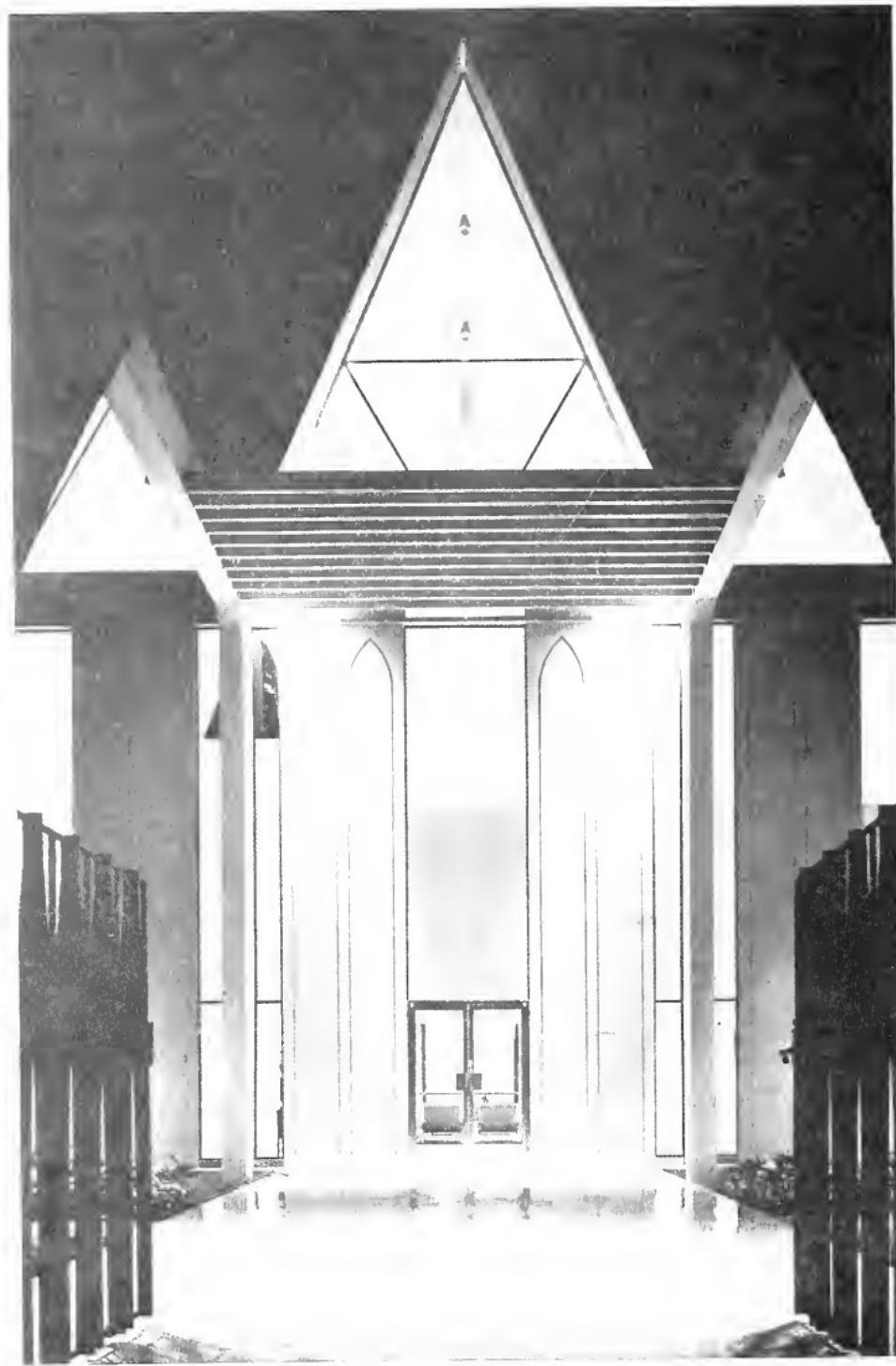
higher education composing the University Center in Georgia, Incorporated. The other institutions in the group are the Atlanta College of Art, the Atlanta University Center, Columbia Theological Seminary, Emory University, the Georgia Institute of Technology, Georgia State University, Kennesaw College, Oglethorpe University, Southern Technical Institute, and the University of Georgia.

These colleges and universities share facilities, resources, and activities. Plans are being formulated to link the member institutions by telecommunication facilities. Chief areas of cooperation in academic programs are in library services, distinguished visiting scholars programs, interdepartmental conferences, and faculty research.

The first coordinate service developed by the University Center was the Union Catalog, a complete list of the holdings of more than thirty libraries in the Atlanta-Athens area. In 1982, the project to microfiche the Union Catalog was completed, and a carousel containing 11.5 million items was provided to each member library. New acquisitions will be added on computer service networks. An Interlibrary Loan Truck Service operates on a five-day weekly basis visiting each member campus at least once a day.

In 1982 the Trustees approved a plan for telecommunications linkage of the eleven institutions. This linkage will provide an opportunity for sharing academic programs and cooperative research.





ADMISSION

Agnes Scott College admits students of varied backgrounds and interests whose academic and personal qualities give promise of success. Qualified students of any race, color, creed, national or ethnic origin are encouraged to apply for admission. The College admits qualified handicapped students and makes every effort to meet the needs of such students. Agnes Scott College is authorized under federal law to enroll nonimmigrant alien students.

All inquiries pertaining to admission should be addressed to the Director of Admissions, Agnes Scott College, Decatur, Georgia 30030. Telephone inquiries are welcome and may be charged to the Office of Admissions by calling collect: 404-373-2571.

APPLICATION FOR ADMISSION

Agnes Scott uses the Common Application which is a form shared by a national group of private, selective colleges. The form may be completed once by the applicant, duplicated, and mailed to any of the user colleges with the appropriate application fee. The non-refundable application fee for Agnes Scott College is \$25. Many high school guidance offices have a store of the Common Application Forms which students may request.

Application forms are mailed to students on the mailing list in September. Any student may secure an application form by calling or by writing to the admissions office.

The Admissions Committee is comprised of three teaching faculty

members selected by the faculty, the Dean of the College, and the Director of Admissions. Members of the Committee make admissions decisions based on evidence of applicants' sound academic training, ability, motivation, maturity, and integrity as shown in school records, entrance test results, and school recommendations.

Agnes Scott subscribes to the Candidates Reply Date of the College Entrance Examination Board, May 1. The College does not require any applicant to give notice of her decision on the Committee's offer of admission, scholarships, or financial aid prior to May 1.

FRESHMEN

High school seniors should apply for admission anytime after September 1 of the senior year. Credentials needed to complete the freshman applicant's file include the completed application form, the high school transcript, the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), and the guidance counselor's recommendation. The SAT is the preferred test. Applicants submitting the SAT should submit also three Achievement Tests including English Composition (with or without essay), Math Level I, and any other test. Achievement Tests should be taken, if possible, by January of the senior year. Achievement Test scores are used for admission purposes in cases where the Admissions Committee needs additional test scores, for placement in advanced level courses, and for academic counseling.

TRANSFERS

Transfer students are admitted to the freshman, sophomore, and junior classes. Transfer students must complete the work of the junior and senior years at Agnes Scott and must earn a minimum of ninety quarter hours in this college in order to graduate. Credentials needed to complete the transfer applicant's file include the completed application form, transcripts of high school and college records, a statement of good standing, a copy of her college catalog, SAT and/or ACT results, and one letter of recommendation from a college professor who taught the applicant an academic subject.

READMITS

Students who have withdrawn from Agnes Scott and wish to return must submit a current application form accompanied by the appropriate non-refundable application fee. The application fee is \$25.

Required supporting documents are transcripts of college work taken since leaving Agnes Scott and one recommendation from a professor teaching an academic subject in this more recent work. The Admissions Committee reviews these files as part of its normal admissions decisions. Students who have not pursued additional study may complete a short application form to be reviewed by the Dean of the College and the Dean of Students. The College reserves the right to require an official Application for Admission.

ENTRANCE EXAMINATIONS

Applicants for admission present either the College Entrance Examination Board series (Scholastic



Aptitude Test and three Achievement Tests) or the American College Testing Service (ACT) battery. The SAT is the test preferred by the Admissions Committee. The SAT and the ACT should be taken in the spring of the junior year or, if possible, by December of the senior year. Applicants presenting the ACT need not take the Achievement Tests.

1. COLLEGE ENTRANCE EXAMINATION BOARD (CEEB): The Admissions Committee uses the best combination of Scholastic Aptitude Test (SAT) scores presented by an applicant for admissions purposes. Applicants submitting the SAT should submit also three Achievement Tests including English Composition (with or without essay), Math Level I, and any other test. Achievement Tests should be taken, if possible, by January of the senior year. A student who wishes to be tested in a subject that will not be continued beyond the eleventh grade should take the test in the late spring of the junior year. Achievement Tests are used for admission purposes in cases where the Admissions Committee needs additional test scores, for placement in advanced level courses, and for academic counseling.

Information about the CEEB series may be found in the guidance office of most high schools. Students may write directly for information

to the College Board Admissions Testing Program, Box 592, Princeton, New Jersey 08541.

2. AMERICAN COLLEGE TESTING PROGRAM (ACT): Information about the ACT can be obtained from most high school guidance offices or from the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

HIGH SCHOOL COURSE SELECTION

The Admissions Committee recommends a strong high school curriculum including a minimum of four academic subjects each year. Recommended courses include: 4 years of English, 3 years of math (algebra 1, algebra 2, geometry), 2 years of one foreign language, 1 or more years of lab science (biology, chemistry), 1 or more years of social studies. Skill in English composition, competence in a foreign language, and some understanding of scientific principles and methods are especially important in preparation for a liberal arts education.

Some flexibility is permitted in choice of subjects. Students may be accepted for admission without the recommended number of courses in a particular field.

INTERNATIONAL STUDENTS

ADMISSION

International student applicants must present evidence of competence in the use of the English language. The application procedure is that used for other students. International applicants

are encouraged to apply early because of delays in communication by mail.

In addition to the Scholastic Aptitude Test (SAT), international applicants whose native language is not English should take the Test of English as a Foreign Language (TOEFL). Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08541. Registration arrangements should be made at least two months in advance of the testing date.

FINANCIAL AID

Students who wish to be considered for the limited amount of financial aid available to international students must submit all admissions and financial aid documents for receipt by the College no later than February 1. Recipients of aid must notify the College of their decisions on enrollment and aid acceptance by May 1. Further information on financial aid for international students may be found on page 44.

JOINT ENROLLMENT PLAN

The Joint Enrollment Plan recognizes the readiness of selected high school seniors to begin college work before graduation from high school and assures simultaneous receipt of a high school diploma and of college credit. Under this program a high school senior, male or female, may take some courses at the high school and some at Agnes Scott. These students are unclassified and are approved for admission to the College by the

Director of Admissions. They are admitted to specific courses by the Dean of the College. A candidate must submit a high school transcript, a record of SAT or ACT scores, and a letter from the high school counselor stating school approval for specific courses as well as the general recommendation of the school.



EARLY ADMISSION PLAN

Students judged to be ready for college in terms of academic preparation and overall maturity, after the eleventh grade, may be admitted without the completion of the twelfth grade and without a high school diploma under the Early Admission Plan. Such students must have the strong recommendation of their schools for admission on this basis. Early Admission students are classified as freshmen and use the normal application procedure. Some high schools may grant a high school diploma after completion of freshmen courses at Agnes Scott College. A student considering the Early Admission Plan should consult with her high school about its policy.



ADVANCED PLACEMENT, EXEMPTION, ADVANCED CREDIT

With the approval of the Dean of the College and the departments concerned, entering students may be awarded college credit, be exempted from certain course requirements, or be placed in advanced sections of freshman courses or in courses above the freshman level as the result of:

1. College Entrance Examination Board Advanced Placement Examination scores;
2. College Entrance Examination Board Achievement Test scores;
3. Exemption Examinations given by the College in September;
4. International Baccalaureate Diploma;
5. College credit earned while in high school joint enrollment courses.

Further information may be found on page 49.

INTERVIEWS AND OVERNIGHT VISITS

Campus interviews are recommended for all high school juniors and seniors and transfer students interested in the College. Appointments for interviews should be made by calling or writing the Office of Admissions at least a week in advance. Interviews may be scheduled throughout the year on Monday through Friday from 9 a.m. to 4 p.m.

Saturday interviews are scheduled during the college year from 9 a.m. to 12 noon. The admissions office is

open on Saturday during June, July, and August by appointment only. Campus tours are available following interviews, and students are welcome to attend classes of their choice at convenient times during the week when the College is in session.

Overnight visits during the school year are encouraged for high school juniors and seniors and transfer students who are seriously interested in Agnes Scott College. Students are invited to stay on campus for any night, Sunday—Thursday, while the College is in session and exams are not taking place. Visitors are guests of the College and stay overnight in a dormitory, take meals in the dining hall, and attend classes of their choice. Interviews are conducted during the student's stay on campus. Overnight visits are scheduled by writing or calling the Office of Admissions at least a week in advance.

MEDICAL REPORT

All applicants who accept the College's offer of admission must submit a complete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Medical Report Forms are mailed to enrolling students and must be filed with the Office of the Dean of Students by August 1.

TRANSIENT STUDENTS

Regularly enrolled students in good standing at other colleges may enroll as transient students at

Agnes Scott for one or more quarters to take one or more courses. A request for admission on this basis should be filed in writing with the Dean of the College and supported by the following items sent at the student's initiative: a transcript of record including a statement of good standing; a letter from the appropriate dean indicating approval of the visiting student's plan and of specific courses to be taken for transfer back to the parent institution.

RETURN TO COLLEGE PROGRAM

The Return to College Program is designed for women whose educa-



tions have been interrupted and who want to work toward the Agnes Scott degree or who want to earn up to thirty-six quarter hours of credit as non-degree, unclassified students.

Application forms for the Return to College Program may be secured by calling or writing the Office of Admissions.

Financial aid is available to full-

and part-time Return to College students. Further information can be found on page .

Applications for admission are accepted for the fall, winter, and spring quarters.

Application forms and all supporting credentials must be submitted by the following deadlines: August 15 for fall quarter admission, December 1 for winter quarter admission, and March 1 for spring quarter admission. Applications should be accompanied by the non-refundable application fee of \$25. Notification of admission and financial aid decisions occurs as soon as possible after receipt of supporting credentials.

Credentials needed to complete the Return to College applicant's file are the application form, a transcript of record from each school or college previously attended, and two recommendations from people who know the applicant well. All Return to College applicants are required to have an interview at the College after the application form is submitted and before the Return to College Committee takes action on the folder.

Information on the academic program for Return to College students can be found on page 56.

ALUMNAE ADMISSIONS REPRESENTATIVES

Local alumnae representatives are available in a number of cities to talk with prospective students. Their names and addresses can be obtained by calling the Office of Admissions collect: 404-373-2571.





FINANCIAL INFORMATION

FEES AND EXPENSES 1983-1984¹

Student fees at Agnes Scott College meet less than half of the annual operating costs of the College. The difference between student payments and college operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1983-84 academic year are:

Tuition	\$5,500
Room and board ² fee	2,250
Student activity fee	75
	\$7,825

SCHEDULE OF PAYMENTS

NEW STUDENTS

	Resident Students	Non-resident Students
At time of application (non-refundable)	\$ 25	\$ 25
By May 1 (non-refundable)	250	250
By August 1	2,525	1,775
By December 1	2,525	1,775
By March 1	2,500	1,750
	\$7,825	\$5,575

This \$25 non-refundable application fee charged all new students is credited to the account of those who enroll. New students make a non-refundable, enrollment-retaining payment of \$250, also credited to their account, on or before the Candidates Reply Date of May 1.

RETURNING STUDENTS

	Resident Students	Non-resident Students
By May 1 (non-refundable)	\$ 275	\$ 275
By August 1	2,525	1,775
By December 1	2,525	1,775
By March 1	2,500	1,750
	\$7,825	\$5,575

Returning students pay a \$275 deposit by May 1. This non-refundable deposit entitles the resident student to select a residence hall room for the next year.

Students receiving financial assistance from the College are expected to pay the full amounts of the deposit by May 1. Grants and loans are then applied equally against the three quarterly payments. Any refunds that result from over-payment are made upon request at the beginning of each quarter.

SPECIAL RATES

QUARTERLY RATES

Permission to attend classes for less than the full academic year, i.e., by the quarter, must be obtained from the Office of the Dean of the College. The quarterly rate will be applied to the charges for the entire academic year.

Quarterly rates are \$2,700 for a resident student and \$1,950 for a commuting student. The quarterly

¹It is anticipated that there will be a change in charges for 1984-85.

²During the college session, three meals a day are provided seven days a week.

rate applies if a student attends less than three quarters or changes her classification from resident to non-resident student or vice versa. No student will be charged more than \$5,500 in tuition for the 1983-84 session.

The \$75 student activity fee is not included in these charges and is due at the beginning of the first quarter of enrollment. The advance deposits are due at the scheduled time and are then credited against the total amount charged for the quarter.

QUARTER HOUR RATES

Unclassified and Return to College students who take less than a full academic load (12 hours) in a quarter pay tuition at the rate of \$165 per quarter hour. The \$75 student activity fee is not included in these charges and is due at the beginning of the first quarter of a session in which a student is enrolled for six or more quarter hours.

SPECIAL FEES

SENIOR FEE

A senior fee of \$25 to cover rental of cap, gown, and hood and the purchase of the diploma is required of all students who expect to graduate in June. This payment is due August 1.

MUSIC FEES

The fee for private lessons in applied music (including practice) is \$300. This fee applies to all students except senior music majors, and it covers two thirty-minute lessons per week for the academic year. The music fee is in addition to tuition or the quarter-hour fee and may be paid in full in

September or at the beginning of each quarter. The charge for one thirty-minute lesson weekly is half the regular fee.

In 1983-84 group instruction in harpsichord and voice will be offered for a fee of \$25 per quarter.

SPECIAL PROGRAMS

JUNIOR YEAR ABROAD

Students participating in a junior year abroad program pay fees directly to the host institution.

WASHINGTON SEMESTER

Students who participate in the Washington Semester program at American University pay American University tuition to Agnes Scott College for the duration of the program. They are responsible for their own room and board while in Washington. During the quarters that the student is in residence at Agnes Scott College, she pays regular Agnes Scott fees.

INTERNSHIPS FOR ACADEMIC CREDIT

Tuition for credit internships during the academic session is included in the regular fees. When the College is not in session, the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member is \$100 per quarter hour.

AGNES SCOTT SUMMER PROGRAMS

For all summer programs conducted by the College, there is a charge to include tuition and expenses. These charges are different for each program and are stated in the program announcements.

MILLS COLLEGE EXCHANGE

Participants in this exchange program remain enrolled in their home

college and pay all fees to the home college.

TERMS

A student may not register or attend classes until accounts have been satisfactorily adjusted with the Accounting Office. All financial obligations to the College must be met before a student can be awarded a diploma or before a transcript of record can be issued.

The College does not make refunds for tuition or room fees if a student leaves the College before the end of the academic year. A per diem board refund will be made if a boarding student withdraws during the first five weeks of a quarter. Per diem refunds are calculated from the date that the official withdrawal card is received by the Registrar.

The College does not provide room and board for resident students during the Thanksgiving, Christmas, or spring vacation. The dining hall and residence halls are closed during these periods.

The College exercises every precaution to protect property of students but cannot be responsible for any losses that may occur. Students responsible for any damages involving repairs, loss, or replacement of college property are subject to special charges.

It is understood that upon the entrance of a student her parents (or guardian) accept as final and binding the terms and regulations outlined in the catalog and on the application for admission or re-registration.

DEFERRED PAYMENTS

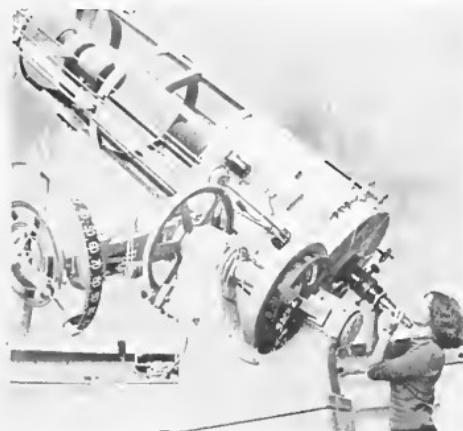
Many families elect to meet expenses from current income through a tuition payment plan.

The College endorses a low cost, deferred payment program which includes insurance protection. Information may be obtained from Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108. Deferred payments are not authorized for the advance fees due in the spring.

HEALTH INSURANCE

There is no charge for routine treatment in the student Health Center. To help meet possible medical expenses not provided by the college health services, a twelve-month Student Accident and Sickness Insurance Plan is recommended. Information concerning this plan is sent to parents prior to the opening of the session. This coverage is required of international students.

FINANCIAL AID AND SCHOLARSHIPS



Agnes Scott makes every effort to provide financial assistance for students whose resources are insufficient to meet expenses at this college. In 1982-83 approximately 49% of the student body received aid.

from the College in amounts ranging from \$250 to full room, board, tuition, and fees.

An Agnes Scott financial aid award is usually a combination of grant, low-interest loan, and the opportunity for campus employment. Students may choose not to accept the loan or the employment portions of their package. Grants and loans are applied toward students' accounts. The student pays no interest while she is in attendance at Agnes Scott College, and the loans are repayable after withdrawal or graduation. Students are paid for campus employment by payroll check on a bi-weekly basis.

Financial aid awards are made for one year, but they are renewable on evidence of continued financial need as indicated by the completion of an FAF each year. Students are expected to be members in good standing of the college community.

Any student receiving financial aid who withdraws from the College during the refund period will not receive a refund personally. Instead, money that is refunded will go back into the various accounts of the programs from which she received funds. In cases where the student withdraws from the College and has received cash for non-direct educational expenses, repayment of unused funds may be necessary.

AGNES SCOTT AWARDS

APPLICATION PROCEDURE

Freshmen applicants seeking financial assistance file a Financial Aid Form (FAF) with the College Scholarship Service (CSS) in Princeton, New Jersey. These forms may be obtained from the high

school guidance office and should be filed between January 1 and February 15 for priority consideration. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission. There is no institutional application form for financial aid.

Presently enrolled students seeking aid for the next session should obtain a copy of the FAF from the financial aid office. Instructions for applying are posted on the official bulletin board at the beginning of the winter quarter. Transfer applicants may obtain a copy of the FAF from the Agnes Scott admissions office. They should arrange also to have a financial aid transcript from all institutions they have previously attended sent to the Agnes Scott Director of Financial Aid.

DETERMINATION OF AWARDS

The amount of financial aid granted to a student is based on need, which is defined as the difference between the cost of attending Agnes Scott and the family's financial resources. The Agnes Scott Financial Aid Committee determines from the CSS Financial Aid Form the family resources which should be available to the student for college expenses.

Among the factors used in the analysis are the following: family and student income and assets (including the student's summer earnings), taxes, medical expenses, extraordinary debts and expenses, current living expenses and retirement allowances, number of dependents, and number of children in college. Signed copies of the federal income tax return for both the student and her parents are required by the Office of Financial

Aid for the calendar year prior to each academic year for which the student requests aid. These should be submitted to the financial aid office by May 1. Students are required also to inform the financial aid office of any significant changes in the financial situation of their family which might necessitate an increase or decrease in aid.

CONFIDENTIALITY OF AWARDS

Since the amount of an award reflects a family's financial circumstances, the award will be considered a private matter among the student, her parents, and the Financial Aid Committee. In accordance with the legislation titled "The Family Educational Rights and Privacy Act of 1974," Agnes Scott College will not release this information to others without the student's written consent.

NOTIFICATION OF AWARDS

New students are notified of their financial aid awards shortly after they have been accepted for admission, provided their aid applications are complete.

SPECIAL SCHOLARSHIPS

In addition to need-based grants, loans, and campus jobs, Agnes Scott offers a number of scholarships based on merit. Agnes Scott Honor Scholars are chosen each year through a national selection process. Each Honor Scholar receives \$3,500 per year for her four-year college career, if she continues to meet the qualifications for the award. To be eligible for these awards, students must have outstanding high school records, present an SAT composite of 1200 to 1600, and show evidence of leadership. All application materials must

be submitted to Agnes Scott by a specified deadline, usually in mid-January, and interest in competing for the Agnes Scott Honor Awards must be indicated on the Agnes Scott Application for Admission. Further information about the Agnes Scott Honor Scholars Program may be obtained by calling the Office of Admissions collect at (404) 373-2571 or by writing the Office of Admissions, Agnes Scott College, Decatur, Georgia 30030.

Agnes Scott offers several four-year scholarships annually through the National Merit Scholarship Corporation. Recipients are selected from finalists who have designated Agnes Scott as their college choice. The award range is \$500 to \$2,000. The Charles A. Dana Scholarships, totalling \$40,000, will be awarded each year to sophomores, juniors, and seniors. Factors in selection of the Merit and Dana Scholars are leadership potential and academic promise and achievement. Financial need is the basis for determining the amount of each scholarship.

The Nannette Hopkins Scholarships in music are awarded annually to students planning to major in music on the basis of musical talent and promise. These renewable scholarships are for \$1,000 each year. Applications are obtained from the Office of Admissions. Applicants are expected to audition in person or on tape for the music department before April 1.

The Marie L. Rose Scholarship of \$1,000 is awarded annually by the Huguenot Society of America to a rising sophomore, junior, or senior who presents proof of eligibility as a Huguenot descendant. Applications for this award must be submitted to the Agnes Scott Financial Aid

Committee by June 1 of each year. The Committee makes its recommendations to the Society on the basis of academic performance and personal qualifications if there is more than one eligible applicant.

RETURN TO COLLEGE STUDENTS

Both part-time and full-time students may apply for financial assistance from the College. A Financial Aid Form, which can be obtained from the financial aid office, should be filed well in advance of the quarter in which matriculation is intended. Financial aid decisions on Return to College students are made by the Return to College Committee. Awards are typically in the form of grants. Return to College students are required to apply for federal and state aid for which they may be eligible.

INTERNATIONAL STUDENTS

A limited amount of financial aid based on need is available for international students. Interested international students may obtain both the *CSS Declaration and Certification of Finances* and the *Financial Aid Application for Students in Foreign Countries* from the Agnes Scott Office of Admissions. International students must be able to provide at the least their own transportation, vacation and summer expenses, and health insurance. February 1 is the deadline for receipt of all admissions and financial aid documents from international students interested in aid. Recipients of aid must notify the College that they intend to enroll and accept aid by May 1.

OTHER SOURCES OF FUNDS

Students interested in financial assistance at Agnes Scott are required to apply for all federal and state grants which may be available to them and to answer immediately all inquiries related to these grants. Students are encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions, and religious and civic groups. High school counselors and local libraries or the Agnes Scott Director of Financial Aid should be consulted for further information.

FEDERAL PROGRAMS

Federal grant funds are provided through two grant programs. The Pell Grant Program makes need-based awards based on information provided on the Financial Aid Form (FAF). These grants are for a maximum of \$1,800. Supplemental Educational Opportunity Grants are available also for Agnes Scott students and range from \$200 to \$2,000. Completing the FAF is all that is necessary to apply for both of these programs.

The Guaranteed Student Loan Program (GSLP) enables students to borrow directly from banks, credit unions, savings and loan associations, and other participating lenders. These low-interest loans are guaranteed by a state agency or insured by the federal government. Repayment of a Guaranteed Student Loan begins six months after a student graduates, withdraws, or is enrolled on less than a half-time basis.

The federal Parent Loans for Undergraduate Students (PLUS) assist independent students as well as the parents of dependent students.

Under this program, interest accrues at the rate of 12% and repayment begins sixty days after disbursement. This interest rate of 12% can fluctuate depending upon the bond equivalent rates of 91-day Treasury bills.

Applications for both federal loan programs may be obtained from participating lenders in your area. Inquiries about the loans may also be addressed to the financial aid office.

PARENT LOAN PLAN

The Agnes Scott Parent Loan Plan is funded and operated by Agnes Scott College for families in the \$30,000 to \$70,000 income range. Loans range from \$1,000 to \$5,000 at a lower than usual interest rate. Repayment is made monthly over an extended period of time.

STATE GRANTS

Georgia residents who are classified as degree candidates, who were legal residents of Georgia for the twelve months immediately preceding enrollment, and who are enrolled for at least twelve quarter hours are eligible for tuition grants through the Georgia Grant Program for Private Colleges. The Georgia Tuition Equalization Grants, which were \$700 per student for the 1982-83 session, are not based on financial need. Georgia residents who are full-time students, and who demonstrate substantial financial need, are eligible also for Student Incentive Grants which range from \$150 to \$450 per year. There is a common application form for the Georgia programs which must be filed yearly

and is available in high school guidance offices and the Agnes Scott financial aid office.

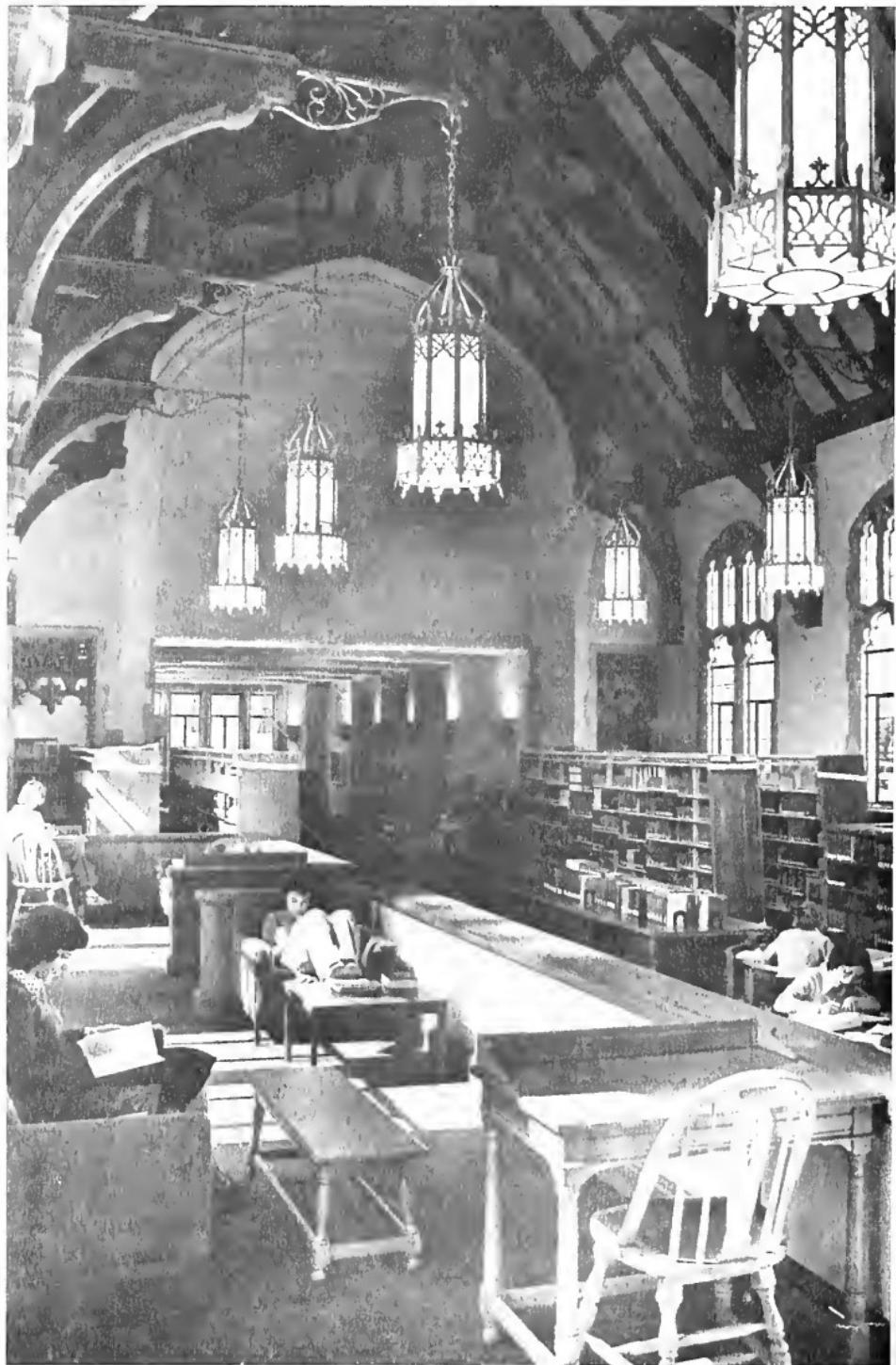
STUDENT RESPONSIBILITIES IN RECEIVING FEDERAL AND STATE ASSISTANCE

Students are responsible for knowing and complying with all instructions and regulations of the various governmental student assistance programs. All federal programs must be applied for yearly.

To receive funds from these sources, students must be in "good standing" and be "making satisfactory progress" in their course of study. To continue to receive federally-funded financial aid a student must be making satisfactory progress by passing two-thirds of the work attempted during a particular academic session with at least a 0.50 cumulative quality point ratio at the end of the session. The Financial Aid Committee has the authority to make exceptions to the satisfactory progress rule in a case of special circumstances. A student who is readmitted after an absence from the College must complete appropriate forms necessary for applying for institutional, state, and federal funds.

FURTHER INFORMATION

Additional information on financing an Agnes Scott education is found in the Financial Aid Brochure which is mailed to all prospective students. Current students are apprised of this information through the student newspaper or other means of campus communication.



THE ACADEMIC PROGRAM

THE CURRICULUM



Agnes Scott College confers the degree of Bachelor of Arts. The academic program is planned to allow the student the maximum possible freedom within the scope of a liberal arts education. The curriculum is designed to help her gain a basic acquaintance with the major areas of knowledge and competence in one or two disciplines in these areas. She achieves these objectives through a plan of distribution of studies, concentration in one or two disciplines, and elective work to meet her special interests.

The College operates on a three quarter academic calendar, and the unit of credit is the quarter hour. A course scheduled for three fifty-minute class periods a week for one quarter carries credit of three quarter hours, and a course scheduled for three class periods a week for the academic year carries credit of nine quarter hours. A three-hour laboratory is equivalent

to one class period. Some courses carry four or five quarter hours of credit, indicating four or five class periods or the equivalent each week.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

HOURS AND QUALITY

The minimum number of credit hours required for the B.A. degree is one hundred and eighty, usually earned in four years (twelve quarters). Minimum qualitative requirements for the degree are a cumulative 1.00 quality point ratio (C average) on courses taken at Agnes Scott and a grade C or above on every course accepted for transfer credit.

RESIDENCE

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. Under special circumstances, a student who has completed three years at Agnes Scott, or two years including one at the upper-division level, may take the senior year at another institution. A request for this exception to the residence requirement must be filed with the Dean of the College by the beginning of the spring quarter of the preceding session. Permission may then be granted by the Committee on Academic Standards on recommendation of the chair of the major department and the Dean of the College.

Classified students in the Return to College program comply with degree requirements according to the following maximum time limits: (a) four years, if initially classified as a junior; (b) six years, if initially classified as a sophomore; and (c) eight years, if initially classified as a freshman. For students in this program, the junior and senior years are equivalent to the final ninety quarter hours of credit for the degree.

DISTRIBUTION OF STUDIES

For success in any field of education a student should be able to read attentively and critically, to write clearly and analytically, and to use research skills. Therefore, a specific requirement for all freshmen is a course in English composition and reading.

A student, unless exempted, will complete a course in biblical literature in order to have some understanding of the Judaeo-Christian dimension of Western civilization.

A student, unless exempted, will complete the intermediate level of an ancient or a modern foreign language in order to gain some knowledge of another civilization through its own language and literature.

A student will take six quarters of physical education during the first two years of residence in order to have a regular program of physical activity.

A student, in order to ensure breadth of intellectual experience, will choose one or more courses from each of the following groups:

1. Literature in the language of its composition—literature in English or ancient or modern

foreign language at the 200 level or higher. A minimum of 9 quarter hours in one discipline.

2. History, classical civilization and history, philosophy. A minimum of 9 quarter hours in one discipline.
3. Astronomy, biology, chemistry, mathematics, physics. A minimum of 14 quarter hours with at least two quarters of work in each of two disciplines, one of which must be a laboratory science.
4. Anthropology, economics, political science, psychology, sociology. A minimum of 9 quarter hours in one discipline.
5. Art, creative writing, music, theatre. A minimum of 5 quarter hours in one discipline.

THE MAJOR

In the spring quarter of the sophomore year each student usually elects a major or majors consisting of an approved program of courses taken in one discipline or in each of two disciplines. This choice may be made as early as the spring quarter of the freshman year.

The major consists of a minimum of forty-five quarter hours, exclusive of internships, and a maximum of seventy-two quarter hours, inclusive of internships, in one discipline. Any hours in excess of seventy-two must represent work beyond the one hundred eighty hours required for the degree, unless permission for additional hours has been given for a specific interdepartmental major.

The major program must be approved by the department chair.

Major work is offered in the

following disciplines: Art, Bible and Religion, Biology, Chemistry, Economics, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Theatre.

Interdisciplinary majors are offered in Art History-English Literature, Art History-History, Classical Languages and Literatures, Classical Studies, English Literature-Creative Writing, Fine Arts, History-English Literature, International Relations, Mathematics-Physics, Physics-Astronomy, and Sociology-Anthropology.

It is possible to design a major which cuts across disciplinary lines. A student who is interested in creating her own major should consult the Dean of the College who will assign her an adviser. The student and her adviser may design a major program in keeping with the student's interests. Such a program must be presented to the Curriculum Committee for approval, usually during the spring quarter of the student's sophomore year.

EXEMPTION, PLACEMENT, AND CREDIT BY EXAMINATION

Some students, because of superior high school preparation and special opportunities, may have had the equivalent of college-level work before beginning the freshman year. An effort is made to see that no student finds college work a repetition of previous experience. The following instruments are recognized as appropriate testing devices: Advanced Placement Examination of the College Entrance Examination Board, Achievement Test of

the College Entrance Examination Board, and exemption examinations prepared by certain departments at the College. On the basis of scores on these tests, a student may be awarded college credit, placed in an advanced level course, or given exemption from a course or distribution requirement.

A student who wishes to receive credit for college-level courses taken in high school must take the College Board Advanced Placement Examination in May of her junior or senior year in high school. College credit will be awarded for a grade of 4 or 5 on the following examinations: American History, Art, Biology, Chemistry, English, European History, French, German, Latin, Mathematics (Calculus AB and Calculus BC), Music, Physics C, Spanish. Nine quarter hours of credit will be awarded except in the case of Biology, Chemistry, and Physics where the credit will be eight quarter hours. College credit may be recommended by the appropriate department for those students who have made a grade of 4 or 5 on Physics B and for students who have made a grade of 3 on Calculus BC. The amount of credit is dependent upon the departmental recommendation.

Certain students, upon the recommendation of the department concerned, may be placed in advanced-level courses. Scores on the Achievement Tests of the College Board and on tests administered at the College are used in conjunction with other test scores.

With the approval of the department concerned, a student may be exempted from certain distribution requirements for the degree. Excep-

tionally high scores on the Achievement Tests of the College Entrance Examination Board or on exemption tests prepared by the College form the basis for the exemption. Every freshman, during the summer prior to her entrance in college, is given the opportunity to request exemption examinations to be administered after her arrival at the College. Achievement Test scores submitted as part of admissions credentials may be used also.

Students who have completed the International Baccalaureate may request that their records be reviewed for possible exemption, advanced placement, and credit.

Students who have participated in joint enrollment programs with accredited colleges may receive credit toward the Agnes Scott degree. Credit will be awarded only if the college issues an official transcript and if the course was taught by a regular member of the college faculty. Students who wish to receive credit for joint enrollment programs must see that an official transcript is sent to the Director of Admissions by July 1.

OTHER CURRICULAR OPPORTUNITIES

INDEPENDENT STUDY

Students with proven ability in a major field may have the opportunity to explore for themselves some area of intellectual or artistic interest in the major and to produce independently a piece of work connected with it. Every student with Junior standing and a cumulative grade point ratio of B (2.00) or better is eligible to apply for admission to the program but her application is subject to the ap-

roval of the appropriate departmental faculty. The program may be begun as early as the spring quarter of the junior year. Admission to the program is granted by the Committee on Independent Study.

Independent Study carries the course number 490 and may be taken for three, four, or five hours per quarter with a minimum total of six hours and a maximum of ten. A minimum of six quarter hours of Independent Study is required for graduation With High Honor.

SPECIAL STUDY

Special Study, offered by most academic departments, is designed for senior majors who wish to pursue work in some area not included in the department's existing course offerings. Though it is intended primarily for senior majors within the department, a few non-majors who present sufficient evidence of preparation in the discipline may be admitted. Special Study, numbered 410, may be taken for three to five hours of credit. Applications for admission to the program are submitted to the Curriculum Committee. They should be filed during Course Selection Week or no later than two weeks prior to the last class day of the quarter preceding the one in which the 410 will be taken. Ordinarily a student may take no more than six hours of 410 in a single discipline and no more than ten hours of 410 during her college program. In unusual circumstances, a junior may be admitted to the program.

FRESHMAN AND SOPHOMORE SEMINARS

Certain academic departments offer special seminars, designated as 190,

for freshmen and sophomores. The courses are limited in enrollment, and a student may not elect more than one such course in any quarter. Topics vary from year to year and are announced each spring prior to Course Selection Week.

These seminars carry one hour of academic credit each quarter. Credit earned in 190 courses may not be applied toward satisfying distribution requirements for the degree.

AGNES SCOTT SUMMER PROGRAMS

Agnes Scott offers several summer study programs, both abroad and in the United States. These programs are usually on a rotating basis. Detailed course descriptions of each program are to be found in the section on Courses of Instruction. Dates, costs, and other details of the programs are supplied during the academic year prior to the program. These courses are on the same credit and quality-point system as those taught in the regular college session and are not included in the thirty-hour limitation for summer school work elsewhere.

There are two summer study programs in Biology. Marine Biology (1983) is taught in coastal areas of the Southeast. Desert Biology (1984) is taught in the western United States.

Several programs exist outside the United States. They are: Summer Study in Germany for students of German (1983); Summer Study in England and Scotland in British history (1983).

JUNIOR YEAR ABROAD

A qualified student may substitute for the work of the junior year at Agnes Scott a year of study abroad in an approved program. To be eligible for the junior year abroad a student must have high standing in the work of the first two years at Agnes Scott and must be recommended by her major department and the language department concerned. A number of programs abroad offered by American colleges and universities place special emphasis on the study of the language and culture of another country. Other students, especially in the areas of English and history, have the opportunity to spend the junior year in a British university.

Students interested in applying for junior year abroad programs should consult the Dean of the College and their major departments early in the sophomore year. Written requests to take the junior year abroad must be filed with the Dean of the College before February 1 of the sophomore year and must be approved by the Committee on Academic Standards or, in the case of an independent program, by the Curriculum Committee. Credit for junior year abroad programs is awarded on the basis of a transcript from an American college or university. In the case of a student pursuing an independent program at a British university, credit is awarded by the Curriculum Committee upon the recommendation of the departments concerned.

THE WASHINGTON SEMESTER

Agnes Scott participates in American University's Washington Semester Program. Juniors and

seniors admitted to the program spend the fall quarter at American University in Washington. Students of political science have the opportunity to study and observe the federal government in operation. Policy making as it relates to international and domestic economic policy is studied by majors in economics. Science students have the opportunity to learn about national problem areas such as energy, pollution, and health. Several other programs may be arranged for students in other disciplines. Agnes Scott students are nominated for the program by the major departments and apply through the Dean of the College. Applications are approved by the Committee on Academic Standards.

EXCHANGE PROGRAMS

Agnes Scott College and Mills College, in the San Francisco Bay area, Oakland, California, have an agreement whereby students enrolled at either college may spend a quarter, semester, or year at the other college. Participants in the program remain enrolled in their home college and pay all fees to the home college. Students interested in the possibility of attending Mills for a period should consult the Dean of the College. Permission to take part in this program or in other programs which may be arranged is given by the Committee on Academic Standards.

FIELD EXPERIENCES (INTERNSHIPS)

Learning through field experience can be a valuable adjunct to classroom learning. The College

will endeavor to make worthwhile experiences possible for students whose academic programs would benefit from such opportunities. Academic credit will be awarded for such established programs as the internship with the Georgia Legislature and the internship with the Washington Semester Program. Credit may be authorized by the Curriculum Committee upon the recommendation of the appropriate department for other field experiences such as the Governor's Intern Program. A student interested in a field experience for academic credit should contact the chair of her major department. Internships carry the course number 450.

Students are urged to take advantage of other experiences even though the awarding of academic credit may be inappropriate. Many opportunities are arranged through the Office of Career Planning.

PROFESSIONAL PROGRAMS

TEACHING

Agnes Scott has a state-approved program at the elementary and middle school levels and in several secondary fields. A student may also be certified in elementary/general music and/or choral music. A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, generally accepted throughout the United States. In a few cases, certain specific courses are required and arrangements can generally be made to meet these requirements as a part of the Agnes Scott degree program.

A student in the professional teacher education program has an



opportunity to observe and to work in a wide variety of school settings. Tutoring opportunities in schools are open to students at all levels.

Students interested in teaching should consult the chair of the Department of Education and the chair of the Department of Music, in the case of students interested in music certification, as early as the beginning of the freshman year and no later than the spring quarter of the sophomore year.

**DUAL DEGREE PROGRAMS
WITH THE
GEORGIA INSTITUTE
OF TECHNOLOGY**

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at the Georgia Institute of Technology. Upon completion of this five-year liberal arts/professional program, the student will be awarded the Bachelor of Arts degree from Agnes Scott and a bachelor's degree from Georgia Institute of Technology. The Georgia Tech degree may be in a variety of engineering fields, in information and computer science, in industrial management, or in management science. With advanced planning, a few outstanding students will be able to complete a master's degree at Georgia Tech with a minimum of additional time.

Students interested in the 3-2 program should consult the Agnes Scott dual degree coordinator as early as possible in the freshman year. Requirements include certain courses in science, mathematics, and economics. In addition, the student must select a major and plan a program which will satisfy

all distribution requirements for the Agnes Scott degree by the end of the junior year and, if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at the Georgia Institute of Technology is based on completion of the requirements stated above and on the recommendation of the dual degree coordinator at Agnes Scott, currently the chair of the mathematics department.

PREPARATORY PROGRAM FOR BUSINESS

For students interested in business careers, the College has selected from its curriculum a group of courses designed to familiarize them with the skills and knowledge to facilitate their entrance into business.

The program does not alter requirements for graduation; nor does it constitute a major. Rather, it is designed to serve as an academic bridge from an undergraduate liberal arts curriculum into business careers.

Students who choose to follow the program will complete nine of the courses listed below, including work from at least three disciplines and including Economics 204, 205, and 311. In addition, they will complete Mathematics 101 or 111 or 120. Their official transcripts will carry the notation that they have completed the Preparatory Program for Business.

Courses included in the Program:

Economics 204, 205, 303, 309, 310,
311, 312, 313, 317
English 210

Mathematics 101, 111, 115, 120,
121, 150 or 220, 328

Psychology 316

Philosophy 103

Political Science 102 (or 321, an option for students entering college prior to 1980)

Theatre 107 (or 108, an option for students entering college prior to 1980)

RESERVE OFFICERS TRAINING CORPS (ROTC)

Through a special cross-town arrangement, Agnes Scott students may participate in the Air Force Reserve Officers Training Corps and in the Naval Reserve Officers Training Corps at the Georgia Institute of Technology. A student who completes one of these programs will qualify as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps.

A student may apply to either program at the beginning of her freshman year or may choose to apply at the end of the sophomore year. While a student is enrolled in one of these programs, she will attend certain courses at Georgia Institute of Technology.

Agnes Scott students are eligible to apply for scholarships under both the Air Force and the Navy programs. Scholarships cover all educational expenses at Agnes Scott.

Additional information about either program is available from the respective ROTC units at the Georgia Institute of Technology or from the Office of the Dean of the College at Agnes Scott.

PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

A liberal arts program with sound education in basic disciplines is considered the best preparation for most graduate and professional study. During her four years at Agnes Scott, a student may satisfy requirements for the B.A. degree and at the same time prepare for graduate study or for entrance into such professional schools as architecture, law, medicine, dentistry, business, journalism, social service, and education.

A student planning to earn an advanced degree should confer with her major professor and the Dean of the College as early as possible in order to be aware of any specific courses needed. Information regarding graduate and professional schools, fellowships, and standard examinations may be obtained in the office of the Dean of the College. Law schools, medical schools, and some graduate schools require special admission tests. Arrangements for taking these tests are the responsibility of the student.

PREMEDICAL PROGRAM

The premedical program at Agnes Scott College allows a student to meet the requirements for admission to medical school while majoring in any academic discipline of her choice. Almost all medical schools recognize the importance of a four-year liberal arts education. Minimum requirements for admission to medical school can generally be satisfied with two years of chemistry and one year each of

biology, physics, and English. Many institutions require mathematics through calculus and some advise courses in the behavioral sciences. A student planning a premedical program should consult the Dean of the College who serves as premedical adviser. The annual bulletin of the Association of American Medical Colleges is helpful in listing medical school admission requirements. Arrangements can be made to take the Medical College Admission Test at local centers.

PRELAW PROGRAM

The normal preparation for law school is a four-year course of study in the liberal arts. No specific courses are prescribed for a prelaw program. In order to qualify for admission to law school, a student must present a strong undergraduate record in any major of her choice. The Law School Admission Test is required. Students interested in studying law should consult the Dean of the College and their major professors. Copies of the Prelaw Handbook are on file in the office of the Dean.

BUSINESS AND MANAGEMENT

A major in almost any academic discipline is suitable preparation for graduate programs in business and management. Graduate schools are generally interested in students who have strong liberal arts programs. Students should have mathematics through calculus and at least introductory work in economics and accounting.

RETURN TO COLLEGE PROGRAM



The Return to College Program provides, for women whose education has been interrupted, the opportunity to work toward the Agnes Scott degree. It is designed for qualified persons who have not had college work and for those who have already acquired credits toward the B.A. degree. The program is available also to those who prefer to pursue a course of study as unclassified (non-degree) students; these students are permitted to earn a maximum of 36 quarter hours of credit at Agnes Scott.

Admission is possible in the fall, winter, and spring quarters. Requirements include (1) an application, filed preferably at least a month in advance of the opening of

the quarter; (2) an interview at the college; and (3) a transcript of record from each school or college previously attended. Inquiries regarding admission should be directed to the admissions office.

All students enroll in regular college courses, and classified students meet the same course requirements for the degree as other undergraduates. Students in this program are not subject, however, to the usual minimum course load requirements nor are they expected to complete work for the degree in the usual four years. Time limits for completion for the degree are: (a) four years, if initially classified as a junior; (b) six years, if initially classified as a sophomore; and (c) eight years, if initially classified as a freshman.

Students who have obtained a college degree may be admitted to the Return to College Program as unclassified students. Before registering for a second quarter of work, they must present for approval a statement of a proposed program of study to the Assistant Dean of the College, who is special adviser to students in the Return to College Program.

Requests for exception to any of the above requirements may be directed to the Committee on Academic Standards and must be approved by the Faculty.

Financial aid is available to Return to College students, whether part-time or full-time. Information may be obtained from the Assistant Dean of the College and the Director of Financial Aid.



ACADEMIC REGULATIONS

CLASSIFICATION OF STUDENTS

A classified student is one who has been admitted as a candidate for the Agnes Scott degree. Students are classified as follows:

Freshmen: students who have earned less than 36 quarter hours of credit.

Sophomores: students who have earned at least 36 quarter hours of credit and a cumulative quality point ratio of at least 0.50.

Juniors: students who have earned at least 84 quarter hours of credit and a cumulative quality ratio of at least 0.75.

Seniors: students who have earned at least 132 quarter hours of credit and a cumulative quality point ratio of at least 0.91.

Students who present advanced standing credits will be classified during their initial quarter at Agnes Scott on the basis of credit hours alone.

An unclassified student is one who is not a candidate for the Agnes Scott degree. Such students are primarily of three kinds:

(a) adults not working toward a degree, (b) transient students working toward a degree at another institution, and (c) high school students on a joint enrollment program.

Unclassified students are permitted to earn a maximum of 36 quarter hours of credit at Agnes Scott. Requests for exception must be

directed to the Committee on Academic Standards. Unclassified students who wish to become candidates for the degree must submit a petition to the Office of Admissions before completing 36 quarter hours of credit. Once a student has been given classified status, she may not return to unclassified status.

REGISTRATION

All students must register for classes on the dates announced in the College Calendar. A \$10 fee is charged for late registration. No student is allowed to register after the tenth day of the quarter.

Students already in residence pre-register for the next session during Course Selection Week in the spring quarter. Entering freshmen receive instructions from the Office of the Dean of the College in the early summer and file a preliminary selection of courses in July. They consult faculty advisers for final course selection after they arrive in September. Entrance into any course is prohibited after the tenth day of the quarter.

A course of study which has been approved may be changed only in accordance with posted instructions. No new course may be elected after the first ten days of a quarter, and no shift from letter-grade basis to pass-fail or pass-fail to letter-grade may be made after the first ten days of a quarter.

No course may be dropped after the first month of each quarter. Dates are posted in September.

A student who withdraws during the session for reasons other than suspension or dismissal must obtain a withdrawal card from the Dean of Students or the Dean of the Col-

lege. The student is not officially withdrawn until the card is on file in the Registrar's office.

COURSE LOADS

The normal academic load is from fourteen to eighteen hours per quarter. Students may take a minimum load of twelve hours for a total of three out of the six quarters comprising the freshman and sophomore years. Juniors and seniors are permitted to elect one quarter of thirteen hours each year, provided the total number of hours elected for the year is at least forty-two. Students may petition the Committee on Academic Standards for other exceptions to the normal course load. Students in the Return to College Program are not subject to the limitations for minimum course loads.

AUDITING

Classified students may audit courses with written permission from the Dean of the College. The student's previous academic record and the number of credit hours being carried are factors considered. Permission for auditing is given during the first two class days of each quarter.

CLASS ATTENDANCE

Attendance at academic sessions is not mandatory, with the exceptions noted below, but the responsibility for work missed is entirely that of the individual student.

Attendance at all academic appointments is required of students on academic probation and of all freshmen during the fall quarter. These students are permitted one cut in each class during the quarter.

Attendance at tests announced at least a week in advance is mandatory.

EXAMINATIONS

Examinations are self-scheduled and are held at the end of each quarter. With the exception of a few examinations scheduled in advance because of the nature of the course or the size of the class, a student may take any examination that she chooses at any of the times set for examinations.

A student who because of illness is unable to complete examinations during the regular period may take the examinations in question at the time scheduled for re-examinations. Re-examinations are permitted in the case of conditional failure and are given in the first week of the next quarter.

GRADES

Grades indicating the student's standing in any course are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure with the privilege of re-examination; F, failure; I, incomplete; WP, withdrew passing; WF, withdrew failing. Grades for courses taken on a pass-fail basis are recorded as P or F.

When a student terminates enrollment in the College during the first month of the quarter, no grade is recorded for work done during that quarter. When termination is made after the first month of the quarter, but before the end of the quarter, a grade of WP (withdrew passing) or WF (withdrew failing) will be given in each course in which the student is enrolled.

A student may elect a total of ten quarter hours of regular course work on a pass-fail basis during the junior and senior years. Courses taken to meet the distribution and

specific requirements for the degree, regular courses in the student's major subject, and certain courses in the teacher education program may not be elected on a pass-fail basis.

All grades on field experiences (internships) will be recorded as either pass or fail. This option is in addition to the ten quarter hours of pass-fail work in regular courses. It also constitutes an exception to the general rule that no work in the major discipline may be taken on a pass-fail basis. A student's intention to elect pass-fail courses must be signified to the Registrar by the tenth day of the quarter.

Grades (except for courses taken on pass-fail basis) are evaluated by a quality point system: A = 3 quality points per quarter hour, B = 2, C = 1, D = 0. Grades of E, F, I, P, WP, and WF are excluded from the calculations of quality point ratios. For a statement of the grade and quality point requirements for class standing and for the degree, see sections on the classification of students and requirements for the degree.

Quarter grades in year or two-quarter courses are progress reports only. Credit and quality points are based on the final official grade and are given only on completion of the entire course.

Grade reports are issued to students at the end of each quarter. They are sent to parents who have filed a written request and whose daughters are dependents according to Internal Revenue Code of 1954, Section 152.

ACADEMIC HONORS

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The Chapter conducts annual elections in ac-

cordance with criteria and procedures prescribed by the United Chapters.

Superior academic work is recognized by the College in several ways. At the Honors Convocation held each fall the Class Honor Roll is read, and Stukes Scholars—three students who rank first academically in the rising sophomore, junior, and senior classes—are announced.

The Dana Scholarship Program was begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise, leadership potential, and financial need are criteria for this honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning both in the Agnes Scott student body and in the local high school. The basis of election to membership is scholarship.

Founded at Mullenberg College in 1930, Phi Sigma Tau is a member of the Association of College Honor Societies. The Agnes Scott chapter was organized in 1979. The Society promotes ties between philosophy departments in accredited institutions and students interested in philosophy. Membership is open to all qualified students who have taken at least three courses in philosophy.

GRADUATION HONORS

A student is eligible to graduate With Honor if she attains a cumulative grade point ratio of

2.40, has maintained this minimum level of work while classified as a Junior and Senior (figured on a cumulative basis for all work completed while so classified), and has no progress grade of F or final grade of F in a course which carries academic credit while classified as a Junior and Senior. It is understood that in figuring the cumulative basis for the work while classified as a Junior and Senior, year grades will be used in the case of year-long courses rather than progress grades as reported by the quarter. In the case of students on leaves of absence, this will be figured on the basis of the last six quarters in residence. A student must receive also the recommendation of her major department.

A student is eligible to graduate With High Honor if she attains a cumulative grade point ratio of 2.70, has maintained this minimum level of work while classified as a Junior and Senior (figured on a cumulative basis for all work completed while so classified), and has no progress grade of F or final grade of F in a course which carries academic credit while classified as a Junior and Senior. It is understood that in figuring the cumulative basis for the work while classified as a Junior and Senior, year grades will be used in the case of year-long courses rather than progress grades as reported by the quarter. In the case of students on leaves of absence, this will be figured on the basis of the last six quarters in residence. A student must have completed also a minimum of 6 credit hours of independent study distributed over two quarters and

received the recommendation of her major department.

Honor Roll is based on quality point ratios earned in a given academic session. Requirements are posted.

ACADEMIC REVIEW AND DISCIPLINE

The work of each student is reviewed at the end of every quarter. A student whose work is unsatisfactory will be placed on academic probation. Academic probation serves as a warning to the student that her work must improve. A student whose work continues to be unsatisfactory may be subject to academic dismissal.

A full-time student will be subject to academic dismissal if she fails to earn a minimum of thirty quarter hours of degree credit in any academic session. She will be subject to academic dismissal if she fails to make appropriate class standing for two successive years or if she has been on academic probation for two consecutive quarters. Final action is taken by the Administrative Committee after receiving a recommendation from the appropriate faculty body.

ACCELERATION

A student may receive permission from the Dean of the College and her major department to complete degree requirements in nine, ten, or eleven quarters. This acceleration may be accomplished in any of the following ways: (1) entering with Advanced Placement credits based on College Entrance Examination Board Advanced Placement Examinations; (2) carrying excess course loads during regular sessions;

(3) attending either summer sessions at other institutions or an Agnes Scott summer program; (4) completing the International Baccalaureate with college credit.

SUMMER SCHOOL

Students may attend summer sessions in accredited colleges and universities. Their courses must be approved in advance by the Dean of the College.

A maximum of eighteen quarter hours will be approved for a single summer session, and a maximum total of thirty quarter hours of summer work may be counted toward the Agnes Scott degree. A grade of C or above must be made in each course.

ACADEMIC COUNSELING

Academic counseling is coordinated in the Office of the Dean of the College. Each new student, prior to her arrival on the campus, is assigned to a faculty adviser. Where possible, this adviser teaches in the student's area of special interest and works with the student until she declares a major at the end of the sophomore year. An assistant dean coordinates this program.

The chair of her major department becomes a student's academic adviser for the junior and senior years. Supplementary counseling of upperclassmen is the responsibility of an assistant dean.

The Dean and her assistants, members of the Faculty, and the Director of Career Planning share in advising students and alumnae about plans for graduate and professional programs.



COURSES OF INSTRUCTION

EXPLANATION OF SYMBOLS AND ABBREVIATIONS

COURSE NUMBERS

Courses are numbered according to level of difficulty. One hundred-level courses are intended primarily for freshmen and sophomores; 200-level courses are intended primarily for sophomores, but in some cases are open to freshmen by permission; 300-level courses are intended primarily for juniors and seniors, but in some cases are open to sophomores by permission; 400-level courses are intended for seniors.

Certain course numbers are used in each department for special programs. The number 190 is used to designate Freshman and Sophomore Seminars, 410 is assigned to Special Study, and 490 to Independent Study. The number 450 is used for all internships and field experiences.

COURSE NOTATIONS

Courses which are offered for one quarter only are designated by f, w, or s (fall, winter, or spring) following the course number. Course numbers followed by hyphenated letters (for example, f-w) indicate courses extending through two quarters. Course numbers without letters indicate courses extending throughout the year. No final grade or credit is given until the entire course is completed; quarter grades in such courses are progress reports only.

Summer Study Abroad courses are designated by SG, SE, SR (Summer in Germany, England, Rome) following the course number. A course number followed by SUS designates Agnes Scott Summer Study courses in the United States.

COURSE CREDIT

The calendar for the academic year consists of three quarters, and the unit of credit is the quarter hour. Each 50-minute lecture period a week represents credit of one quarter hour. A course which carries credit of three quarter hours is scheduled for three lecture periods a week for one quarter. A course which carries five quarter hours of credit is scheduled for five lecture periods a week unless indicated. A course which carries credit of nine quarter hours is scheduled for three periods a week for the academic year. Course credits are indicated in parentheses following the course title.

Laboratories are usually three-hour periods, and a three-hour laboratory per week is equivalent to one lecture period. For courses with laboratories, the number of hours lecture and the number of hours laboratory work a week are designated by LEC, LAB. A course which carries credit of four quarter hours and is scheduled for three lecture periods and one three-hour laboratory per week is designated by 3 LEC, 1 LAB.

SCHEDULE OF CLASSES

The courses of instruction will meet in accordance with the Schedule of Classes which is available in the Office of the Registrar prior to Course Selection Week. Classes are scheduled Monday through Friday from 8:30 a.m. Monday, Wednes-

day, Friday classes; Monday through Friday classes; and classes after 1 p.m. are fifty minutes in length unless otherwise specified. Tuesday, Thursday morning classes are seventy-five minutes in length unless otherwise specified.

ANTHROPOLOGY

See Sociology and Anthropology

ART

Professor:

Marie H. Pepe (Chair)

Associate Professor:

Leland Staven

Assistant Professor:

Terry S. McGehee

Visiting Assistant Professor:

Suzette J. Doyon-Bernard

Instructor:

Anthony J. Bucek

The objectives of the Department of Art are to give training in appreciation, to help students form standards of taste, and to promote creative effort in the entire community. The department offers a balanced program of practice, theory, and history so integrated as to bring effectively into a liberal education the essential values of the visual arts.

Introductory 100-level courses do not require previous experience in art and are designed to provide all students with essentials for becoming part of the cultural life of their community.

In addition to the art major, three interdisciplinary majors are offered: Art History—English Literature, Art

History—History, and Fine Arts. A description of these majors may be found on pages 119, 120, and 121.

**REQUIREMENTS
FOR THE MAJOR**

THEORY, HISTORY, AND

CRITICISM:

101, 102, 103

Two of the following: 304, 305, 306, (303), a related 320 topic with permission of the department chair

One of the following: 307, 308, 309, a related 320 topic with permission of the department chair

One of the following: 317, 318, 319, a related 320 topic with permission of the department chair

ART STRUCTURE AND
STUDIO:

191, 192, 193

One of the following: 240, 241, 242

One of the following: 271, 272, 273
Minimum of nine quarter hours in other 200-, 300-, or 400-level studio courses

Twelve additional hours are recommended in studio art or the history and criticism of art.

Each art major is required to contribute one of her works of art, chosen by the art faculty, to the permanent collection.

HISTORY AND CRITICISM OF ART	
101f. Introduction to Art	(3)
An introduction to the pictorial, structural, and plastic arts. A course in the theory of art. A brief discussion of art criticism, aesthetics, the social and psychological functions of art, and the philosophy of art.	McGehee
102w. Introduction to Art	(3)
Continuation of 101. A non-technical analysis and criticism of prehistoric art, the art of ancient Egypt, Mesopotamia, Greece, Rome, the Americas, and Medieval art.	Pepe, Staven
103s. Introduction to Art	(3)
Continuation of 102. A non-technical analysis and criticism of the art of the Renaissance and the eighteenth, nineteenth, and twentieth centuries.	McGehee, Pepe
291w. Seminar in Art Education	(1)
Special study in the theory of art education. Prerequisite or corequisite: 191 Open to freshmen with permission of the department chair Not open to students who have had 229	Pepe
<i>300-level courses are open to sophomores by permission of the department chair.</i>	
301f. The Woman as Artist from the Renaissance through the Nineteenth Century	(3)
Women artists in Europe and the United States with critical analysis of their work and discussion of their contribution to the history of art. Offered 1983-84 and alternate years	Pepe
302w. The Woman as Artist in the Twentieth Century	(3)
Women artists in Europe and the United States with critical analysis of their work and discussion of their contribution to art.	McGehee
304f. Modern Art: Painting and Sculpture - Nineteenth Century	(3)
The history and criticism of painting and sculpture from 1785 to 1900. Main emphasis on French and American art, but special attention given to the art of Germany, Italy, England, and Latin America.	Pepe

305w. Modern Art: Painting and Sculpture - Twentieth Century	(3)
The history and criticism of painting and sculpture from 1900 to the present. Main emphasis on French and American art, but special attention given to the art of Germany, Italy, England, and Latin America.	Pepe
306s. Modern Art: Architecture of the Nineteenth and Twentieth Centuries	(3)
The development of architecture from 1800 to the present. Main emphasis on the architecture of the United States with special attention given to the art of building in Germany, France, the Scandinavian countries, and Latin America.	Pepe
307f. Art of the Middle Ages	(5)
Development of art and architecture from about 300 to 1400 A.D. The character of the early Christian, Byzantine, Carolingian, Romanesque, and Gothic periods analyzed by means of the art they produced. Offered 1983-84 and alternate years	Pepe
308w. Art of the Northern Renaissance	(5)
Painting, sculpture, and architecture from 1400 to 1700 in the Netherlands, Germany, Spain, France, and England. Offered 1984-85 and alternate years	Pepe
309s. Art of the Italian Renaissance	(5)
Painting, sculpture, and architecture in Italy from 1400 to 1700, with particular emphasis on such great artists as Donatello, Botticelli, Michelangelo, Leonardo da Vinci, and Raphael. Offered 1984-85 and alternate years	Pepe
317w. Prehistoric and Ancient Art and Architecture	(5)
Art and architecture of prehistoric times and of ancient Egypt, Babylonia, Assyria, Persia, and the Latin American Indian Civilizations (Maya, Aztec, and Inca). Offered 1983-84 and alternate years	Pepe
318f. Oriental Art and Architecture	(5)
Art and architecture of ancient India, China, Japan. Offered 1984-85 and alternate years	Pepe

319s. (Classics 341). Greek and Roman Art and Architecture (5)	Non-majors electing courses in studio art on the 200 level or above are required to take courses in history and criticism of art (preferably in the same year) to balance studio courses elected.
An historical survey of the art and architecture of the pre-Greek and early Greek cultures of the Aegean, of Greece, and of Rome through the period of Constantine. Not open to students who have had Classics 340SR Offered 1983-84 and alternate years	Pepe
320s. The Kirk Studies in Art History (3)	Doyon-Bernard
A specialized area of art history with a visiting scholar. Topic for 1983-84: Pre-Columbian Art.	Staven
410f,w,s. Special Study in Art History and Criticism (3)	The Department
Special problems adjusted to the needs and interests of the individual student. An introduction to scholarly research. Open to art majors only	Staven
490. Independent Study (6-10)	The Department
Independent research in the area of art history and criticism or in applied art.	Buckeck
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STUDIO ART	
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All studio courses meet 6 hours per week for 3 quarter hours credit unless otherwise indicated.	
191f. Art Structure (3)	McGehee
Elements of design. A study of the visual elements of design with experiments in various media.	Buckeck
192w. Art Structure (3)	McGehee
Principles of design. Emphasis on the organization of the visual elements. Problems in color and experiments in various media.	Buckeck
Prerequisite: 191	
193s. Art Structure (3)	McGehee
Compositional problems with emphasis on the creative attitude and experimentation with various media.	Buckeck
Prerequisite: 192	
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240f. Drawing and Composition (3)	Staven
Drawing. Study of the principles of pictorial organization. Experience in various media.	
Prerequisite: 193	Staven
241s. Drawing and Painting (3)	Staven
Work from figures, still life, and landscape. Development of form through color. Experience in various media.	
Prerequisite: 193	Staven
242w. Drawing and Printmaking (3)	Staven
Traditional etching and aquatint techniques combined with photo-etching methods. Vacuum serigraph and photo-screen procedures.	
Prerequisite: 193	Staven
271f. The Art of the Potter (3)	Buckeck
A basic course in the construction of handbuilt and wheel-thrown pottery forms, with an introduction to glazing and firing techniques.	
Prerequisite: 191	
272w. Intermediate Pottery (3)	Buckeck
An intermediate course with concentration on the design and craftsmanship of wheel-thrown pottery forms. Special attention given to the individual expression of the artist and an understanding of the technical aspects of clay and glaze materials.	
Prerequisite: 271 or permission of the department chair	Buckeck
273s. Three-Dimensional Design (3)	Buckeck
A series of related experiments in plastic design including relief, collage, construction, sculpture in-the-round, the mobile in such media as clay, wire, wood, tissue, plastic materials. Discussion of relevant works.	
Prerequisite: 191	
Open to freshmen who meet the prerequisite	Buckeck
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300-level courses are open to sophomores by permission of the department chair.	
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340f,w,s. Advanced Painting (3,6,9)	Staven
Creative work in various painting media. Particular attention given to individual expression and to aesthetic consideration of the picture structure.	
Prerequisite: 240 or 241 or 242	Staven

370f,w,s. Advanced Plastic Design	(3,6,9)
Individual problems in pottery or ceramic sculpture.	
Prerequisite: 272 or permission of the department chair	Bucek
440f,w,s. Advanced Graphic Design	(3,6,9)
Special problems of two-dimensional design with work in various media.	
Prerequisite: three quarter hours of 340 and permission of the department chair	
Open to art majors only	<i>The Department</i>
70f,w,s. Advanced Three-Dimensional Design	(3,6,9)
Special problems of three-dimensional design with work in various media.	
Prerequisite: three quarter hours of 370 and permission of the department chair	
Open to art majors only	<i>The Department</i>

completion of Bible and Religion 200 or 201. Students considering the possibility of majoring in Bible and Religion are strongly urged to take 201 as the basic course.

A student who majors in this department may focus either on Bible, choosing a minimum of 20 hours on the 300 or 400 level in the biblical field and the remainder of her major hours in either Bible or Religion, or she may concentrate on Religion, choosing a minimum of 20 hours on the 300 or 400 level in the field of Religion and the remainder of her major hours in either Bible or Religion.

The department recommends that students concentrating in Bible take Greek 203, and that those planning to do graduate work in theology take German. Courses in classical literatures, philosophy, psychology, and sociology are recommended as electives for the enrichment of the major.

ASTRONOMY

See Physics and Astronomy

BIBLE AND RELIGION

Professor:
Kwai Sing Chang (Chair)
Visiting Assistant Professor:
Emanuel Feldman
additional appointment to be made

The Department of Bible and Religion offers students the opportunity of broadening their knowledge and understanding of the religious dimension of life, with special emphasis on the Judaeo-Christian tradition.

The degree requirement for a course in biblical literature may be met by

REQUIREMENTS FOR THE MAJOR

200 or 201

200f or w or s. Approach to Biblical Literature (5)
The Hebrew Scriptures and the New Testament. An examination of their distinctive concepts and practices.
Not open to students who have had 201 Chang

201. Old and New Testaments (9)
An introduction to the study of the Old and New Testaments, including the Apocrypha, with emphasis on history, literature, and religious teachings. Questions of human identity, purpose, and destiny are explored.
Not open to students who have had 200 Chang

303w. The Ancient Middle East	(5)	321s. Jewish Faith and Practice	(3)
The development of pre-classical civilizations in the Fertile Crescent (including ancient Mesopotamia and Egypt) as known archaeologically and from extra-biblical literature, with particular attention to Palestine during Old Testament times.		The Jewish people and religion from Talmudic times to the present. Offered 1983-84 and alternate years	Feldman
Prerequisite: 200 or 201 Offered 1984-85 and alternate years			
304w. The World of the New Testament	(5)	323f. The Hebrew Prophets	(5)
Background studies in extra-biblical history, literature, and art of the New Testament period. Relevant findings of archaeology are used.		The prophetic movement in Israel to show the distinctive attitudes and concepts of prophetic religion. Offered 1983-84 and alternate years	
Prerequisite: 200 or 201 Offered 1983-84 and alternate years			
307f. American Religious Thought	(5)	327w. The Letters of Paul	(5)
Religion as a factor in a developing culture. Examination of creative American religious thinkers. Protestant, Catholic, and Jewish practices and beliefs in the United States today. The relationship of organized religious movements to current national problems.		An historical and literary study of the life and thought of the Apostle Paul as reflected in his letters and in the book of Acts.	
Offered 1983-84 and alternate years		Prerequisite: 200 or 201 Open to sophomores with permission of the instructor Offered 1983-84 and alternate years	
310f. Eastern Religious Traditions	(5)	328s. Wisdom, Poetry, and Apocalypse	(5)
An introduction to the literature, beliefs, and practices of Hinduism, Theravada Buddhism, and Islam in India; Confucianism and Taoism in China; Mahayana Buddhism and Shinto in Japan.	Chang	Three distinctive types of writing from the Ancient Near East, with a consideration of literature from the Old Testament canon, the Apocrypha, the Pseudepigrapha, and Babylonian and Egyptian sources.	
Offered 1983-84 and alternate years		Prerequisite: 200 or 201 Open to sophomores with permission of the instructor Offered 1983-84 and alternate years	
311s. Mysticism East and West	(5)	335s. The Four Gospels	(5)
The meaning and significance of mystical experience within the contexts of Hinduism, Buddhism, and Christianity.		The words, acts, and person of Jesus as presented in the gospel accounts.	
Offered 1983-84 and alternate years	Chang	Prerequisite: 200 or 201 Offered 1984-85 and alternate years	
315s (Sociology 315). Sociology of Religion	(5)	340w. Biblical Theology	(5)
Analysis of religion as a social institution with emphasis on the relationships between belief systems and social organization. Overview of historical and contemporary religious movements with field work in new religious movements.		A topical study of the major religious concepts of the Old and New Testaments, chiefly those of God, human beings, sin, and salvation. Opportunity is given for exploring presuppositions of biblical theology in current writings.	
Prerequisite: Sociology 101 Open to sophomores with permission of the instructor	Jones	Prerequisite: 200 or 201 Offered 1984-85 and alternate years	Chang
345f (Philosophy 315). Philosophy of Religion	(5)	345f (Philosophy 315). Philosophy of Religion	(5)
		Prerequisite: 200 or 201; or one philosophy course Offered 1984-85 and alternate years	

352f. Christian Thought in the Renaissance and Reformation	(5)	Significant contributors to the development of Western religious thought, from Wyclif through Calvin.
Prerequisite:	200 or 201	
Not offered	1983-84	
360w. Contemporary Theology	(5)	Contemporary trends in Western religious thought, with special emphasis on some major writers such as Barth, Bultmann, and Tillich.
Prerequisite:	200 or 201	
Offered	1983-84 and alternate years	Chang
363s. Seminar in Religious Studies	(3)	Topic for 1984-85: to be announced
Prerequisite:	200 or 201	
365s. Introduction to Christian Ethics	(5)	The nature, methods, and basic issues of Christian ethics, with special attention to the relation between theology and conduct.
Prerequisite:	200 or 201	
Offered	1984-85 and alternate years	Chang
410f,w,s. Special Study	(3 or 5)	Supervised research in a selected area. The Department
490. Independent Study	(6-10)	Independent research is arranged under the supervision of a member of the department. Results are presented in written form. The Department

preparation in the major disciplines of modern biology. Major programs must include studies in the following areas: functional morphology of cells and tissues, microbial organisms, lower and higher plants and animals, patterns and mechanisms of heredity and evolution, physiology of cells and organisms, development, taxonomy, and ecology. In addition, students are advised to elect one or more field courses. Students who are planning to major in biology should consult a member of the department early in their college careers.

The department strongly recommends that all biology majors take Mathematics 115 and Mathematics 150. Students who plan to attend graduate school are urged to take Chemistry 252, Physics 210-211, Mathematics 111-121 or 120-121, and French or German. Students interested in medicine and in health-related professions should consult the Dean of the College.

A student may be exempted from 100, 102, and/or 105 if she receives a passing score on each of the appropriate exemption tests administered by the department or if she has Advanced Placement scores of 4 or 5. Evidence of laboratory competence comparable to that gained in 100, 102, and 105 must be presented.

BIOLOGY

Professor:
Sandra T. Bowden (Chair)
Assistant Professors:
Nancy H. Manson
John F. Pilger
Harry Wistrand
Instructor:
M. Eloise Brown Carter

The curriculum of the Biology Department is designed to give students strong

There is a \$20.00 fee for required weekend field trips for biology courses.

REQUIREMENTS FOR THE MAJOR

100, 102, 105, 206, 303, 310, 411;
306 or 312
Chemistry 251 (or 110, 250f-w)

100f or w. Introduction to Biology	(4)	208s. Histology	(4)
Major concepts of modern biology: structure and functions of biological molecules, cell structure and functions, inheritance in eucaryotes and in pro-caryotes, development, evolution, ecology. 3 LEC, 1 LAB		The microscopic anatomy of animal tissues. Laboratory includes practical microtechnique and histochemistry. 3 LEC, 1 LAB	
Prerequisite to all other courses in biology	The Department	Prerequisite: 102, 105	Manson
102w or s. Botany	(4)	<i>The following 300-level courses are open to sophomores by permission of the chair:</i> <i>303, 304, 306, 307.</i>	
Functional morphology of vascular plants, growth regulation, taxonomy and evolution, plant ecology. A survey of selected representatives of major plant divisions. 3 LEC, 1 LAB			
Prerequisite: 100	Bowden, Carter		
105w or s. Zoology	(4)	301f. Microbiology	(5)
Morphology and physiology of animals with a survey of major phyla. 3 LEC, 1 LAB		Microbial structure, metabolism, genetics, taxonomy, and ecology, with emphasis on bacteria. 3 LEC, 2 LAB	
Prerequisite: 100	Manson, Pilger, Wistrand	Prerequisite: 206; Chemistry 251 (or 110, 250f-w)	Bowden
<i>200-level courses are open by permission of the department to freshmen who meet the prerequisites.</i>		302f. Evolution	(3)
201s. Ecology	(4)	Processes and patterns of adaptation and species formation with emphasis on genetic mechanisms.	
The interrelationships of organisms with their environments, through the study of individuals, populations, communities, and ecosystems. Laboratory and field investigations of natural systems. 2 LEC, 2 LAB, 1 weekend field trip		Prerequisite: 303 or three courses at the 200 level or above	Wistrand
Prerequisite: 102, 105			
Offered 1984-85 and alternate years	Carter	303w. Genetics	(5)
		Principles of structure, function, and transmission of hereditary materials in pro- and eucaryotic organisms.	
202s. Plant Taxonomy	(4)	3 LEC, 2 LAB	
Principles of classification, identification, and nomenclature of vascular plants native to this locality. Introduction to techniques for collecting and preserving specimens. 2 LEC, 2 LAB, 1 weekend field trip		Prerequisite: 206	Wistrand
Prerequisite: 102		304f. Comparative Anatomy of Vertebrates	(5)
Offered 1983-84 and alternate years	Carter	The study of the major organ systems of vertebrates. Laboratory includes dissections of selected vertebrates.	
		3 LEC, 2 LAB	
206f. Cell Biology	(4)	Prerequisite: 105	Manson
An introduction to cellular and subcellular structure and function. 3 LEC, 1 LAB		305w. Animal Physiology	(5)
Prerequisite: 102, 105	Pilger	A comparative study of the physiology of the digestive, circulatory, excretory, nervous, muscle, endocrine, and reproductive systems of animals.	
		3 LEC, 2 LAB	
		Prerequisite: 206	
		Prerequisite or corequisite: Chemistry 251 (250 f-w)	Manson
		306w. Developmental Biology	(5)
		Morphological and developmental processes of animals. 3 LEC, 2 LAB	
		Prerequisite: 206	Pilger

307s. Invertebrate Zoology	(5)	Course limited to nine students. Prerequisite: 105 and permission of the instructor Offered summer 1984 and alternate years <i>Wistrand</i>
Comparative anatomy, systematics, and evolution of invertebrates. Laboratory emphasis on the functional morphology and ecology of aquatic forms. 3 LEC, 2 LAB, 1 weekend field trip Prerequisite: 105	Pilger	
308s. Animal Behavior	(4)	Principles of the development, causation, and function of behavior in non-human animals. 3 LEC, 1 LAB, 1 weekend trip Prerequisite: 206
		<i>Wistrand</i>
309s. Fundamentals of Molecular Genetics	(4)	Gene structure and function at the molecular level in phages, bacteria, and eucaryotes. Prerequisite: 303; Chemistry 251 (250f-w)
		<i>Wistrand</i>
310s. Cellular Physiology	(5)	Cellular energetics, membranes and transport, metabolism, metabolic regulation, excitability and contractility, and growth and division. 3 LEC, 2 LAB Prerequisite: 206; Chemistry 251 (or 110, 250f-w)
		<i>Bowden</i>
311w. Plant Physiology	(5)	Plant cellular constituents, water relations, mineral nutrition, metabolism, growth regulation, and photophysiology. Emphasis is on the physiology of seed plants. 3 LEC, 2 LAB Prerequisite: 102 Prerequisite or corequisite: Chemistry 251 (250f-w) Offered 1983-84 and alternate years
		<i>Bowden</i>
312w. Plant Diversity and Evolution	(5)	An evolutionary approach to the study of the morphology of fungi, algae, bryophytes, and selected groups of vascular plants. Investigations involve living materials. 3 LEC, 2 LAB Prerequisite: 102 Offered 1984-85 and alternate years
		<i>Bowden</i>
14SUS. Desert Biology	(5)	Adaptations of plants and animals to hot, arid environments of the western United States. A three-week field trip to the desert; dates to be determined.

315SUS. Marine Biology (5)

The biology of the sea as exemplified by organisms and ecology of oceanic, coastal, and estuarine waters. Three weeks; dates to be determined. Course limited to eight students.

Prerequisite: 102, 105, and permission of the instructor

Offered summer 1985 and alternate years

Pilger

410f,w,s. Special Study (3-5)

Intensive study of an area of biology by a senior major under the supervision of a staff member. Designed to support the individual major's special interests. A paper or an oral presentation is required.

Prerequisite: permission of the department

The Department

411f. Senior Seminar (2)

Specialized subject areas of biology chosen by the biology staff. Each student reviews the literature, prepares, and presents a seminar on a selected topic.

Open to senior biology majors only

The Department

490. Independent Study (6-10)

Independent laboratory and/or field research with supervision by a member of the department. Thesis is required and a seminar presentation is recommended.

Admission to the program is granted by the Committee on Independent Study. Recommendation by the department for admission to the course is necessary. Departmental recommendation is based on the student's choice of a suitable research project, potential for biological research, coursework background, and evidence of motivation for undertaking the laboratory and the non-laboratory aspects of the research.

The Department

CHEMISTRY

Professors:

Alice J. Cunningham (Chair)

Julia T. Gary

Assistant Professor:

Nai Chuang Yang

Instructor:

Susan S. Connell

additional appointment to be made

The academic program of the Department of Chemistry, approved by the American Chemical Society, is designed to give students a thorough grounding in the principles and applications of modern chemistry as well as extensive practical experience with research-quality instruments. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and non-science majors.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect, if possible, Chemistry 101, 102, 103, and the corequisite laboratories in the freshman year. Students also should plan their programs so that Physics 210-211 will be completed before the junior year and Mathematics 201, if elected, before or during the junior year.

Exemption from all or part of the introductory chemistry courses (100-level) may be considered if a student has: an Advanced Placement score of 4 or 5; or high school chemistry and a satisfactory score on the departmental exemption examination; or previous credit for a college chemistry course at the introductory level. In all cases, evidence of prior laboratory experience comparable to that gained in Chemistry 101L, 102L, 103L must be presented.

Students planning for certification by the American Chemical Society must complete the core curriculum requirements for a major, as shown below, with additional hours of study or research at the advanced level in chemistry, biology, physics, or mathematics, as approved by the department. In any case, an approved program must fulfill the total laboratory requirement of the American Chemical Society and must demonstrate breadth, as well as depth, at the advanced level.

The department recommends that all majors elect courses in statistics and probability (Mathematics 115 or 328), differential equations (Mathematics 309), and linear algebra (Mathematics 307). A reading knowledge of a modern foreign language, preferably German or Russian, is recommended.

REQUIREMENTS FOR THE MAJOR

CORE CURRICULUM:

101-101L, 102-102L, 103-103L; or equivalent

231, 251, 252-252L

301, 302, 303, 310, 326

Mathematics 121, 150; 201 and 250 recommended

Physics 210-211, 343 (3 hours)

ADVANCED LEVEL:

Two of the following: 432, 451, 460

AMERICAN CHEMICAL SOCIETY CERTIFICATION

The degree program certified by the American Chemical Society must include 432-432L, 451-451L, 460-460L, or an alternate combination of advanced courses in chemistry, biology, mathematics, and/or physics, as approved by the department.

Because of the extensive departmental curriculum revision effective in the fall of 1982, certain course substitutions will be allowed in the major programs of students who began their studies in chemistry prior to the 1982-83 academic session:

- 101-102, 110 for
- 101-101L, 102-102L, 103-103L
200 for 310
- 250 for 251, 252-252L
- 332-333 for 231, 432-432L
352 for 451-451L

101f. Fundamental Concepts of the Properties of Matter (3)

Introduction to the fundamental concepts required for an understanding of chemical phenomena: symbols and formulae, stoichiometry, properties of gases, basic energetics of reactions, and introduction to periodicity.
Corequisite: 101L

101Lf. Basic Laboratory Methods I (1)

Experimental methods involved in basic scientific measurement, elementary synthesis, and analysis. 1 LAB
Corequisite: 101 Connell

102w. Introduction to Energetics, Structure, and Reactivity (3)

Continuation of 101. Atomic structure and bonding, solids and liquids, solution properties, and descriptive chemistry of selected elements.
Prerequisite: 101
Corequisite: 102L

102Lw. Basic Laboratory Methods II (1)

Continuation of 101L. 1 LAB
Corequisite: 102 Connell

103s. Principles of Kinetics and Equilibria (3)

Continuation of 102. Factors affecting reaction rates, principles of equilibria, and basic electrochemistry.
Prerequisite: 102
Corequisite: 103L Cunningham

103Ls. Basic Laboratory Methods III (1)

Continuation of 102L. 1 LAB
Corequisite: 103 Connell

Freshmen, sophomores, and juniors who have the appropriate prerequisites may enroll in 200-, 300-, and 400-level courses, respectively.

231f. Descriptive Inorganic Chemistry (4)

Survey of the chemistry of the elements and their compounds, with emphasis on periodic relationships. 3 LEC, 1 LAB
Prerequisite: 101, 102, 103 or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference

251f-w. Organic Chemistry I (8)

The chemistry of hydrocarbons and hydrocarbon derivatives—alcohols, halides, ethers, and amines. Stereochemistry, resonance and inductive effects, orbital theory, synthesis, reactions, and mechanisms. 3 LEC, 1 LAB
Prerequisite: 101, 102, 103 or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference Yang

252s. Organic Chemistry II (3)

The chemistry of carbonyl compounds and special reactions of fundamental importance in synthesis and mechanisms. Prerequisite: 251 Yang

252Ls. Organic Chemistry II Laboratory (2)

Qualitative analysis and important organic reactions. 2 LAB
Corequisite: 252 Yang

301f. Basic Quantum Chemistry (4)

A study of quantum theory as applied in chemistry, including structure and spectral relationships.
Prerequisite: 252-252L, Mathematics 121, Physics 210-211

Prerequisite or corequisite: 231, 310; Mathematics 201 recommended Cunningham

302w. Chemical Thermodynamics (4)

General principles of thermodynamics, equilibria, and statistical mechanics. 3 LEC, 1 LAB
Prerequisite: 301 Cunningham

303s. Chemical Dynamics (4)

A study of gas-phase kinetics, solution dynamics, and catalysis. 3 LEC, 1 LAB
Prerequisite: 302

310f. Computational Methods in Chemistry (3)
Selected topics in calculus, statistics, and computer applications, as applied to various areas of chemistry.

Prerequisite: 252, Mathematics 121,
Physics 210-211

Prerequisite or corequisite: Mathematics 150; Mathematics 201 recommended
Cunningham

326w-s. Chemical Analysis (8)
An advanced study of the instrumental and theoretical approaches for complete analysis. 3 LEC, 1 LAB
Prerequisite: 301, 310

Prerequisite or corequisite: Physics 343
(3 hours) Cunningham

410f,w,s. Special Study (3)
Tutorial in an advanced topic of special interest to a chemistry major. The nature of the topic will determine inclusion of a laboratory component.
Prerequisite: 303, 326 The Department

432w-s. Advanced Inorganic Chemistry (4)
Current theories of bonding, stereochemistry, and reaction mechanisms involving inorganic compounds.
Prerequisite: 301
Prerequisite or corequisite: 303, 326

432Lw-s. Advanced Inorganic Chemistry Laboratory (2)
Synthesis and physicochemical characterization of main group compounds and transition metal complexes.
1 LAB
Corequisite: 432

451f-w. Advanced Organic Chemistry (4)
Topics in physical organic chemistry, natural products, and advanced synthesis and mechanisms.
Prerequisite: 303 Yang

451Lf-w. Advanced Organic Chemistry Laboratory (2)
Advanced-level techniques in organic synthesis and determination of mechanisms. 1 LAB
Corequisite: 451 Yang

460. Biochemistry Colloquium (3)
A series of lecture-discussion sessions which focus on various aspects of physical, organic, and inorganic chemistry in biochemical systems. Reference materials include current

reports in the professional literature of biochemistry. Each student must present at least one seminar during the year.
Corequisite: 432 The Department

460L. Laboratory Methods in Biochemistry (3)
Physical/analytical methods applied in biochemical systems. 1 LAB

Corequisite: 460 The Department

490. Independent Study (6-10)
Independent research conducted under the supervision of a member of the department. Thesis and seminar presentation of results are required.

Admission to the program is granted by the Committee on Independent Study. Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research, and student motivation for pursuing the laboratory and non-laboratory aspects of the project.

Prerequisite: 303, 326
Corequisite: appropriate 400-level courses, as approved by the department The Department

CLASSICAL LANGUAGES AND LITERATURES

Visiting Professor:
Myrna G. Young

Associate Professor:
Gail Cabisisius¹ (Chair)

Assistant Professor:
Sally MacEwen

The Department of Classical Languages and Literatures offers four majors designed to match varying interests in ancient languages and culture. Students interested in intensive language study may major in Greek; in Latin; or in Classical Languages and Literatures, a major consisting of courses in Greek and Latin. Those who wish to combine language study with other aspects of ancient civilization may choose the Classical Studies major.

¹On leave spring quarter

REQUIREMENTS FOR THE MAJOR

GREEK:

201, 202, 301 or 305, 351, and 31 additional hours in Greek

LATIN:

280, 281, 282, 351, and 34 additional hours in Latin

CLASSICAL LANGUAGES AND LITERATURES:

A minimum of 18 hours in each language; additional courses in Greek or Latin to total at least 45 hours of which 18 hours must be taken at the upper division level, not to exceed a total of 90 quarter hours

CLASSICAL STUDIES:

A minimum of 21 hours in Greek or 21 hours in Latin

Two of the following: Classics 223, 309, 310

Classics 318 or 319

A minimum of 13 additional hours from: Classics, Greek, Latin, Philosophy 320, Philosophy 324

At least 18 hours of the major program must be at the upper division level

The total major hours must not exceed 90 quarter hours

GREEK

101. Elementary (9)

The essentials of forms and syntax, reading of selections from Plato, writing Greek.

Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement

Young

201f. Intermediate (3)

Plato: *Apology* and *Crito*, with selections from other writings of Plato.

Prerequisite: 101

Credit awarded if followed by 202 or 203

Cabisius

202w-s. Homer (6)

Iliad, selected books.

Prerequisite: 201

MacEwen

203w-s. New Testament Greek (6)

A study of Luke and other writers.

Prerequisite: 201

MacEwen

301f. Greek Tragedy (3)

Euripides: selected plays.

Prerequisite: 202

Offered 1983-84 and alternate years

MacEwen

302w. Greek Lyric Poetry (3)

Prerequisite: 202

Offered 1983-84 and alternate years

MacEwen

303w. Plato (3)

Selected dialogues.

Prerequisite: 202

Offered 1984-85 and alternate years

MacEwen

305f. Greek Tragedy (3)

Sophocles: selected plays.

Prerequisite: 202

Offered 1984-85 and alternate years

MacEwen

307s. Greek History (3)

Selections from Herodotus or Thucydides.

Prerequisite: 202

Offered 1983-84 and alternate years

Cabisius

308s. Aristophanes (3)

Selected plays.

Prerequisite: 202

Offered 1984-85 and alternate years

Cabisius

350f or w or s. Advanced Reading Course (3 or 5)

Selections from Greek prose and poetry, not covered in other courses, chosen to meet the needs of individual students.

Prerequisite: 202

The Department

351f or w or s. Greek Prose Composition (2)

Prerequisite: permission of the department

The Department

490. Independent Study (6-10)

The Department

LATIN		
101. Latin Fundamentals (9)		
Fundamentals of Latin grammar and reading of Latin authors. Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement		<i>Cabisius</i>
201. Intermediate (9)		
First quarter: selections from a variety of Latin prose authors; review of syntax; second and third quarters: Vergil, <i>Aeneid I-VI</i> . Prerequisite: 2 entrance credits in Latin or 101	Young	
220s. Medieval Latin (3)		
Selected readings representative of Latin literature from the Patristic Age through the twelfth century. Prerequisite: 201 or permission of the instructor Offered 1984-85 and alternate years		<i>Cabisius</i>
280f. Catullus and Ovid (3)		
Selections from the poetry of Catullus and Ovid's <i>Amores</i> . Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department		<i>Cabisius</i>
281w. Petronius (3)		
Selections from the <i>Satyricon</i> Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department		<i>Cabisius</i>
282s. Comedy (3)		
Selected plays of Plautus and Terence. Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department		<i>MacEwen</i>
331w. Livy (3)		
Selections from books I-X. Prerequisite: permission of the department Offered 1983-84 and alternate years		<i>Cabisius</i>
<hr/>		
333w. Lucretius (3)		
<i>De Rerum Natura.</i> Prerequisite: permission of the department Offered 1984-85 and alternate years		<i>Cabisius</i>
335s. Tacitus (3)		
Selections from the <i>Annals</i> . Prerequisite: permission of the department Offered 1984-85 and alternate years		<i>Cabisius</i>
336f. Vergil (3)		
<i>Eclogues</i> and selections from the <i>Georgics</i> . Prerequisite: permission of the department Offered 1984-85 and alternate years		<i>MacEwen</i>
337f. Juvenal and Martial (3)		
<i>Satires</i> and <i>Epigrams</i> . Prerequisite: permission of the department Offered 1983-84 and alternate years		<i>MacEwen</i>
338s. Horace (3)		
Selections, principally from the <i>Odes</i> . Prerequisite: permission of the department Offered 1983-84 and alternate years		<i>Cabisius</i>
350f or w or s. Advanced Reading Course (3 or 5)		
Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students. Prerequisite: permission of the department		<i>The Department</i>
351f or w or s. Latin Prose Composition (2)		
Prerequisite: permission of the department		<i>The Department</i>
490. Independent Study (6-10)		
		<i>The Department</i>

CLASSICAL COURSES IN ENGLISH

151f. The Birth of Greek Civilization (3)
The study of the rise of the Golden Age of classical Greece from the Bronze Age cultures of Crete and Mycenae, using

art and archaeology, literature, and history.	
Not open to students who have had 150	MacEwen
152w. The Golden Age of Greece (3)	
The height of Athenian culture in art, philosophy, politics, and daily life, with particular study of the relation between ideas and history. Analysis of how the career of Alexander and later Greek philosophy create an essential link between the ancient and the modern worlds.	
Not open to students who have had 150	MacEwen
153s. Roman Civilization (3)	
The many stages of Roman civilization from the Etruscans to the Christian emperors, analyzing how each stage reflects aspects of the Roman character in government, art, literature, and daily life. Special attention to the influence of Rome on later western culture.	
Not open to students who have had 150	MacEwen
160w. Introduction to Classical Archaeology (3)	
Archaeological aims and methods through focus on evidence from representative sites.	
170s. Women in Antiquity (3)	
Women's roles in the society, religion, and literature of ancient Greece and Rome.	Cabisius
223f (Philosophy 206). History of Ancient Philosophy (3)	
The thought of the major figures in western philosophy from the pre-Socratic era to the early Middle Ages. Open to freshmen with permission of the instructor	Parry
309w. Classical Mythology (3)	
A study of mythical configurations: creation myths, divine archetypes, the trickster, the hero cycle. Modern psychological and literary approaches to the science of mythology. Open to sophomores with permission of the instructor	Cabisius

310f. Classical Drama (3)	
The origins and development of classical drama. Representative plays of the Greek and Roman dramatists.	
Open to sophomores with permission of the instructor	MacEwen
318f (History 341). Greek History (5)	
Greece from the Bronze Age through the Hellenistic period, with emphasis on the development of the political and social institutions of the democracy in Athens.	
Open to sophomores with permission of the instructor	
Offered 1983-84 and alternate years	Cabisius
319f (History 342). Roman History (5)	
Political and social institutions of the Roman Republic, formation of the Augustan principate, imperial history to the fall of the Western Empire.	
Open to sophomores with permission of the instructor	
Offered 1984-85 and alternate years	Cabisius
340SR. Roman Art and Architecture (5)	
An introduction to the Roman legacy in architecture, sculpture, painting, and the minor arts, with brief consideration of Greek precedents, especially of the Hellenistic period.	
341s (Art 319). Greek and Roman Art and Architecture (5)	
An historical survey of the art and architecture of the pre-Greek and early Greek cultures of the Aegean, of Greece, and of Rome through the period of Constantine.	
Not open to students who have had 340SR	
Offered 1983-84 and alternate years	
410f,w,s. Special Study (3 or 5)	
Directed study to meet the individual needs of students whose major is Classical Languages and Literatures or Classical Studies.	The Department
490. Independent Study (6-10)	
	The Department

ECONOMICS

Associate Professors:

Edward C. Johnson

William H. Weber III (Chair)

Instructor:

Mary K. Bumgarner

Economics is the study of the production and distribution of goods and services and of the various institutions through which this has been and is carried on now. Current economic theory is taught with reference to past thought and theory so as to emphasize the evolutionary character of the development of economics as a social science. Methods of theory construction and analysis useful in the task of understanding both the social implications of any form of economic system and the management and organization of enterprises, public or private, are taught.

Economics 204 and 205 are prerequisite to all 300-level courses except Economics 303, 309, and 311 each of which requires only 204. Certain 300-level courses have prerequisites in addition to Economics 204 and 205. All students majoring in Economics are required to take Economics 303, 306, and 332, as well as a year of calculus and a course in statistics.

A student interested in study relating economics, history, and political science is invited to consider the interdisciplinary major in International Relations described on page 122.

Students planning graduate work in either economics or business are advised to take two years of calculus as well as an introductory course in com-

puter programming. The department offers a number of courses preparatory to a career in business, and of these 311 and 312 (Accounting and Economic Decision Making) are considered essential.

REQUIREMENTS FOR THE MAJOR

204-205, 303, 306, 332

Mathematics 115 or 328; 121

Economics 311 not applied toward minimum 45-hour major

204f. Introductory Economics I (5)

Causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.

Open to freshmen The Department

205w. Introductory Economics II (5)

A continuation of 204, emphasizing the operation of a market economy.

Prerequisite: 204 or permission of the department

Open to freshmen The Department

300-level courses are open by permission of the instructor to sophomores who meet the prerequisites.

303w. Labor Economics (5)

Labor-management relations, the labor movement, the laws and public policies governing labor, and the economic impact of these in terms of wages, prices, and national income.

Prerequisite: 204 or permission of the instructor Johnson

306s. Microeconomics (5)

An advanced study of economic principles concentrating on microeconomic analysis.

Prerequisite: 204-205 Weber

309s. Money and Banking (5)

Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.

Prerequisite: 204 Johnson

Prerequisite or corequisite: 205 Johnson

310w. Corporate Finance	(5)	317f. Theories of Management and Organization	(5)
The economics of business finance, including topics such as sources and uses of funds; capital budgeting and capital costs; stocks and bonds; and financial markets.		Change and development in and the management of complex organizations.	
Prerequisite: 306	Weber	Prerequisite: 204-205	Weber
311w. Accounting and Economic Decision Making I	(5)	330s. Fundamental Methods in Mathematical Economics	(5)
Introduction to the principles of accounting theory and to the application of these principles in business and government. The design of accounting systems is stressed.		The application of advanced topics in calculus to model building in economics and sociology.	
Prerequisite: 204		Prerequisite: 204-205; Mathematics 121 Mathematics 201 recommended	Bumgarner
312s. Accounting and Economic Decision Making II	(5)	331w(Political Science 330). International Economics	(5)
A continuation of 311.		An examination of international trade and finance.	
Prerequisite: 311		Prerequisite: 204-205	
313s. Marketing	(5)	Offered 1984-85 and alternate years	Weber
Planning, organizing, and controlling the marketing function in a corporate setting.			
Prerequisite: 204-205; 306 recommended	Bumgarner		
315f. Comparative Economic Systems	(5)	332f. Macroeconomics	(5)
From Marxian to Market Economics. Comparative study of economic planning and stability, labor movements, income policy, agriculture, economic growth, and trade. Contrasts drawn among USSR, Yugoslavia, Sweden, and U.S. systems.		A survey emphasizing general equilibrium conditions. Model building and analysis of theories of business cycles, inflation, and growth. Evaluation of theoretical bases for various monetary and fiscal policies.	
Prerequisite: 204-205		Prerequisite: 204-205	Bumgarner
Not open to students who have had 215	Johnson		
316s. American Economic Growth and Development	(5)	334s. Theories of Economic Growth, Development, and Planning	(5)
The development of the U.S. economy from Colonial times to 1929. Emphasis on economic analysis applied to major historical issues and institutions such as mercantilism, trade policies, monetary institutions, slavery, and major industries such as canals, railroads, steel, oil, and agriculture.		A critique of the various theories which have been offered as explanations of the forces governing change and development in the Third World.	
Prerequisite: 204-205		Prerequisite: 204-205	
Not open to students who have had 216	Johnson	Offered 1983-84 and alternate years	Weber
336w(Political Science 331). Public Finance	(5)		
The political aspects of the operation of the economy and the economic aspects of the operation of the government.			
Prerequisite: 204-205	Bumgarner		
410f,w,s. Special Study	(3-5)	490. Independent Study	(6-10)
Supervised intensive study in a special field of economics.	The Department		The Department

EDUCATION

Professor:

Margaret P. Ammons

Associate Professor:

Joyce M. Smith (Chair)

Lecturers:

Gué P. Hudson

Elizabeth P. Kimble

The curriculum of the Department of Education is designed to prepare students to teach on the elementary or secondary level. Teacher education at Agnes Scott is a college-wide enterprise; students major in a discipline other than education.

A student interested in teaching should contact the chair of the Department of Education no later than the end of her sophomore year to plan her academic program. Students will be advised and assisted in planning necessary courses to fulfill certification requirements.

STATE-APPROVED REQUIREMENTS FOR CERTIFICATION

Students who complete satisfactorily a planned, state-approved program are automatically eligible for a T-4 certificate to teach in Georgia on the elementary or secondary level; or to teach elementary/general music and/or choral music. Candidates for the elementary certificate must choose the K-4 or 4-8 certificate.

Out-of-state students may meet certification requirements in their respective states. They are urged to study their state requirements at the time of projecting their programs. Copies of the requirements

from all states are on file in the Department of Education.

The professional quarter involves an integrated program which includes the study of procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization.

Summer experience in such programs as Headstart, day care nurseries, and summer schools and camps is encouraged. Rising seniors who have been admitted to the professional quarter are required to participate in a September Practicum. Students will be contacted by a member of the Department of Education so that individual arrangements may be made.

Students in the teacher education program are advised to take the National Teacher's Examination. Examination dates are announced by the Educational Testing Service and are available in the Department of Education. For Georgia certification, students must pass the Teacher Certification Test. Applications for this test may be found in the office of the Department of Education.

ELEMENTARY K-4

Psychology 121-122 (or 101), preferably prior to the junior year
Completion of any major offered by the College

Education 201, 304, 306, 307, 308, 370, 380, 420, 421, 440EM

Completion of courses designated as special fields for the elementary teacher:

1. Four courses in the arts: Art 191, 291, (or 229); Music 340; Elementary Games (page 103)
2. Two courses in science and

- mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 111 or 120)
3. Two courses in the social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology
 4. A program of non-credit directed reading in children's literature (with subsequent evaluation) approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature

A September Practicum

ELEMENTARY 4-8

Psychology 121-122 (or 101), preferably prior to the junior year
Completion of any major offered by the College

Education 202, 304, 310, 370, 380, 440EM, 460, 461

Methods courses (Education 306, 307, 308) in areas of concentration

Completion of a primary and a secondary area of concentration

The primary area of concentration must contain a minimum of 25 quarter hours.

The primary areas are:

1. Language Arts. Concentration must include English 101 or 102, and a program of non-credit directed reading in adolescent literature approved by the Department of Education for the summer before the senior year, or a summer-session course in adolescent literature.
2. Science. Concentration must

include coverage in at least three of the following areas: physics, biology, chemistry, earth science, physical science. (Education 308 will satisfy one of the areas.)

3. Social Studies. Concentration must include History 105 or 106 and a program of non-credit directed reading in geography approved by the Department of Education, or a summer-session course in geography.
4. Mathematics. Concentration must include Mathematics 111 or 120, 150, 314.

The secondary area of concentration must contain a minimum of 20 quarter hours. The secondary areas include language arts, science, social studies, mathematics, art, and music.

A September Practicum

SECONDARY

Psychology 121-122 (or 101), preferably prior to the junior year
Completion of a major in one of the five fields approved for certification: English, foreign language, mathematics, science, social studies

Education 202 (or 201 with permission of the department), 311, 312, 380, 430, 431, 440S

A September Practicum

English majors: Education 304; a program of non-credit directed reading in adolescent literature

Mathematics majors: Mathematics 150, 314

Modern foreign language majors: a course in the culture and civilization of the country whose language is being studied

ELEMENTARY/GENERAL MUSIC

Courses required for the major in music

Music 203, 311, 330

Education 201 or 202; 341, 342,
380, 425 or 435; 426 or 436;
440EM or 440S

CHORAL MUSIC

Courses required for the major in music

Music 203, 207, 311

Education 202, 341, 342, 343, 380,
435, 436, 440S

Participation in approved mixed
choir ensembles

Additional requirements for
Elementary/General Music and/or
Choral Music certification:

1. Four years participation in an ensemble most appropriate to the student's major instrument
2. A minimum of two years participation in a vocal ensemble
3. At least one ensemble experience in an area which makes use of a secondary performance medium
4. A September Practicum

201f. (Psychology 209). Child Psychology (5)

Development of the individual from conception to adolescence.

Prerequisite: Psychology 121-122
(or 101) Drucker

202w. (Psychology 210). Adolescent Psychology (5)

Development of the individual from the end of childhood to the beginning of young adulthood.

Prerequisite: Psychology 121-122
(or 101) Carden

203f (Sociology 217). Sociology of Education (5)

Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity. Offered 1983-84 and alternate years

Dillman

304f or w. Teaching of Communication Arts — Elementary (5)

Designed to develop special techniques in the teaching of reading, writing, speaking, and listening; and to study materials (including media) used in instruction. 4 LEC, 1½ hours a week in an elementary classroom

Open to sophomores

Not to be taken concurrently with
306 Ammons

306w. Teaching of Social Studies —

Elementary (3)

Designed to acquaint the student with methods, materials (including media), and content of the social studies programs in the elementary school. 3 LEC, 1 hour a week in an elementary classroom

Not to be taken concurrently with
304 Ammons

307f. Teaching of Mathematics —

Elementary (3)

Techniques, media, and materials used in teaching mathematics in the elementary school. 3 LEC, 1 hour a week in an elementary classroom

Prerequisite: Mathematics 101 or 111 or 120 Hudson

308w. Teaching of Science —

Elementary (3)

Techniques, media, and materials used in teaching science in the elementary school. 3 LEC, 1 hour a week in an elementary classroom

Prerequisite: Astronomy 121; 122 or 123; or Biology 100; 102 or 105; or Chemistry 101-102; or Physics 210

Open to sophomores with permission of the department chair Hudson

310w. The Teaching Process —

Middle Grades (3)

A study of teaching methods, curriculum, and instructional media with particular application to middle grades.

Smith

311w. The Teaching Process — Secondary	(2)	identification and teaching of children and youth with such exceptionalities. 4 LEC, 1 hour a week in a special classroom
Teaching strategies and instructional media with application in secondary schools. 2 LEC, 1 hour a week in a secondary classroom Corequisite: 312		Smith
Open to majors in English, foreign languages, social studies, mathematics, or sciences	Smith	410f or w. Special Study (3 or 5) Supervised study in a selected field of education.
		<i>The Department</i>
312w. Special Methods of Teaching — Secondary	(3)	THE PROFESSIONAL QUARTER
Methods, materials, and content of secondary school subject-matter areas. Corequisite: 311		The professional quarter is open with permission of the Committee on Teacher Education to students who have shown appropriate scholastic aptitude and personality traits.
Open to majors in English, foreign languages, social studies, mathematics, or sciences	Hudson, Smith	Candidates planning for the professional quarter must apply for admission to the teacher education program during the winter quarter of their junior year. Applications for admission to the teacher education program may be obtained from the Chair of the Department of Education. Candidates must fulfill these minimum requirements in order to be considered for admission to the teacher education program:
		<ol style="list-style-type: none"> 1. Cumulative grade-point average of 1.00 or higher 2. Grade-point average in major of 1.00 or higher 3. No grade less than C in a course required for certification (no pass/fail in certification courses) 4. Appropriate faculty recommendations 5. Demonstrated interpersonal behavior necessary for effective teaching
341f. Teaching Music in the Elementary School	(5)	A student who is denied admission to the teacher education program may appeal this decision.
Techniques, media, and materials used in teaching music in the elementary school classroom. Instruction on classroom instruments (e.g. guitar, recorder) is provided. Prerequisite or corequisite: Music 211	Kimble	
342w. Teaching Music in the Secondary School	(3)	
Techniques, media, and materials used in teaching general music, music appreciation, and music theory in the secondary school classroom. Prerequisite or corequisite: Music 211	Kimble	
343w. Choral Methods and Materials	(2)	
Techniques, media, and literature used in teaching singing ensembles. Prerequisite or corequisite: 342; Music 183, 330	Kimble	
370f. Curriculum Development: Theory and Practice	(3)	
Selected authorities who have investigated two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be? Prerequisite: 304 or 306 or 307 or 308 or 311-312 or permission of the instructor	Ammons	
380f. Children and Youth with Special Needs	(5)	
Major areas of exceptionality, including		

ELEMENTARY SCHOOL

420s. Student Teaching, Elementary Certification K-4 (10)

Application for student teaching must be made in the winter quarter of the junior year.

Prerequisite: 304, 306, 307, 308, 370, 380; September Practicum

Corequisite: 421, 440EM

421s. Problems Seminar for Elementary Certification K-4 (3)

Individual and group study of children and of curriculum based on experiences in 420.

Corequisite: 420, 440EM

425s. Student Teaching, Elementary Music Certification (10)

Professional experience for students interested in teaching music primarily in the elementary school classroom. Application for student teaching must be made in the winter quarter of the junior year.

Prerequisite: 341, 342, 380; September Practicum

Corequisite: 426, 440EM

426s. Problems Seminar for Elementary Music Certification (3)

Individual and group study of children and of curriculum based on experiences in 425.

Corequisite: 425, 440EM

440Ms. American Education (3)

Historical background and current issues in education.

Corequisite: 420-421 or 425-426

MIDDLE SCHOOL

460s. Student Teaching, Middle School Certification 4-8 (10)

Application for student teaching must be made in the winter quarter of the junior year.

Prerequisite: 304, 370, 380; September Practicum; completion of a primary and a secondary area of concentration, and methods courses in the areas of concentration

Corequisite: 461, 440EM

461s. Problems Seminar for Middle School Certification 4-8 (3)

Individual and group study of children

and curriculum based on experiences in 460.

Corequisite: 460, 440EM

440EMs. American Education (3)

Historical background and current issues in education.

Corequisite: 460, 461

SECONDARY SCHOOL

430w or s. Student Teaching, Secondary School Certification (10)

Application for student teaching must be made in the winter quarter of the junior year. Winter: majors in foreign languages, social studies; Spring: majors in English, mathematics, social studies, sciences.

Prerequisite: 311, 312, 380; September Practicum

Additional prerequisite for English majors: 304

Corequisite: 431, 440S

431w or s. Problems Seminar (3)

Individual and group study of youth and curriculum based on experiences in 430S.

Corequisite: 430, 440S

435s. Student Teaching, Secondary School Music Certification (10)

Professional experience for students interested in teaching music primarily in the secondary school classroom. Applications for student teaching must be made in the winter quarter of the junior year.

Prerequisite: 341, 342, 380; September Practicum

Additional prerequisite for choral music students: 343

Corequisite: 436, 440S

436s. Problems Seminar for Secondary School Music Certification (3)

Individual and group study of children and of curriculum based on experiences in 435.

Corequisite: 435, 440S

440Sw or s. American Education (3)

Historical background and current issues in education.

Corequisite: 430-431 or 435-436

ENGLISH

Professors:

Jack L. Nelson
Margaret W. Pepperdene (Chair)

Patricia G. Pinka¹

Associate Professors:

B. W. Ball²
Linda L. Woods

Assistant Professors:

Diane S. Bonds
Mary E. Butler
Lois M. Overbeck

The curriculum of the Department of English is constructed to give the student a breadth of knowledge and depth of understanding of English and American literature and to provide her the opportunity to learn to read literature with perception and delight and to write about it critically and imaginatively.

A student majoring in English is required to take work in medieval literature, sixteenth-century English literature, seventeenth- or eighteenth-century English literature, nineteenth-century English literature, and American literature. She has a choice of courses within each required area and a choice of electives in these or other fields, especially in modern British and American literature, to complete her major hours.

In addition to the basic English major, the department offers an interdisciplinary major English Literature—Creative Writing. Interdisciplinary majors are offered, also, in Art History—English Literature and History—English Literature. A description of these two majors may be found on pages 119 and 121.

With the approval of the department, a student may design also a program of concentrated study in which

she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies. The department provides the opportunity for its majors to study at British universities in the junior year and to participate in internships in the senior year.

All advanced literature courses in the department have as a prerequisite English 211 or one of its equivalents: a score of 4 or 5 on the College Board Advanced Placement Examination in English Composition and Literature or two 300-level courses in English literature if the student has been exempted from English 211 on the recommendation of her instructor in English 101 or 102.

REQUIREMENTS FOR THE MAJOR

ENGLISH:

Basic course: 211 or equivalent
One of the following: 305, 306, 312
One of the following: 313, 314, 316
One of the following: 327, 328, 337,
361, 362
One of the following: 321, 322, 338
One of the following: 331, 332, 333,
334

**ENGLISH LITERATURE—
CREATIVE WRITING:**

Basic course: 211 or equivalent

Literature courses required:

One of the following: 305, 306, 312
One of the following: 313, 314, 316
One of the following: 327, 328, 337,
361, 362
Two of the following: 320, 321,
322, 323, 338, or
Two of the following: 332, 333,
334, 336

¹On leave spring quarter

²On leave 1983-84

Creative Writing courses required:
 One of the following: 201, 202, 203
 One of the following: 341, 342
 One of the following: 415, 490

The College distribution requirement in English composition and reading required of every candidate for the degree, unless a similar course is offered as transfer credit from another academic institution, is fulfilled by English 101 or 102. English 101 is the basic course for all other work in the English department, except for students who are admitted to 102. A student is admitted to 102 by the chair of the department on the basis of CEEB verbal score, English Achievement Test score, and high school record.

101. Approach to Literature and Composition (9)
 Critical reading of literary types. Writing of critical and expository papers, with individual conferences on problems of writing.
The Department

101w-s. Special Section (9)
 Admission by permission of the department chair

102. Literature and Composition (9)
 An intensive study of selected prose, fiction, drama, and lyric poetry, with constant practice in critical writing and regular individual conferences.
Nelson, Pepperdene

210f. Advanced Composition (5)
 Designed for the student who wishes to develop and refine her use of language in various forms of expository writing.
Overbeck

LITERATURE

211. Introduction to English Literature (9)
 Masterpieces in historical context and sequence.
The Department

English 211 is prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted

from taking English 211 upon recommendation of the instructor in English 101 or 102.

300-level courses are open to sophomores by permission of the chair.

301f. Prosody (2)
 A close study of metrics and other aspects of "form" in poems.
Nelson

305s. Chaucer (5)
Troilus and the minor poems.
 Offered 1984-85 and alternate years
Pepperdene

306f. Chaucer (5)
The Canterbury Tales
Pepperdene

312w. Old English (5)
 Readings in Old English prose and poetry, including most of Beowulf.
 Offered 1983-84 and alternate years
Pepperdene

313w. Shakespeare (5)
 One of the tragedies and some of the comedies and chronicle plays.
Ball

314s. Shakespeare (5)
 Several great tragedies.
Ball

316w. Spenser and the Sixteenth Century (5)
 Spenser's major poetry augmented with selections from other sixteenth-century writers.
 Offered 1983-84 and alternate years
Pinka

320f. Modern Poetry (5)
 Selected British and American poets of the twentieth century.
Bonds

321w. Poetry of the Romantic Period (5)
 Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron.
Nelson

322s. Poetry of the Victorian Period (5)
 Tennyson, Browning, Arnold, and Hopkins.
 Offered 1983-84 and alternate years
Nelson

323s. Modern Drama (5)
 Selected plays of modern dramatists.
 Offered 1983-84 and alternate years
Woods

327f. Classical Period: Dryden, Swift, and Pope (5)
 Offered 1984-85 and alternate years
Butler

328s. Classical Period:	(5)	410f,w,s. Special Study	(3 or 5)
Johnson and His Age		Selected texts to meet the needs of individual students.	<i>The Department</i>
Offered 1983-84 and alternate years			
Butler			
329w. Restoration and Eighteenth-Century Drama in their Contexts	(5)	490. Independent Study in English or American Literature	(6-10)
Offered 1983-84 and alternate years			<i>The Department</i>
Butler			
331f. American Literature to Middle of the Nineteenth Century	(5)	CREATIVE WRITING	
Emphasis on Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne.			
Offered 1984-85 and alternate years			
Woods			
332f. American Literature	(5)	201w,s. Introduction to Narrative Writing	(3, 6)
The second half of the nineteenth century, especially Melville, Emily Dickinson, Whitman, Mark Twain, Henry James.		Principles and forms of narrative writing. Illustrative readings and frequent writing.	
Offered 1983-84 and alternate years		Prerequisite: permission of the instructor	
Woods		Open to freshmen	<i>Ball</i>
333w. American Literature	(5)	202s. Introduction to Writing Poetry	(3)
Twentieth-century fiction.		Traditional writing with emphasis on contemporary forms and techniques.	
Offered 1983-84 and alternate years		Prerequisite: permission of the instructor	
Woods		Open to freshmen	<i>Butler</i>
334w. Southern Literature	(5)	203s. Introduction to Writing Plays	(3)
Reading in the literature of the American South of the twentieth century with emphasis on such figures as Faulkner, Wolfe, Warren, and Ransom.		Resources of the theatre and essentials of the playwright's craft from beginning to completed script; reading of several one-act plays. Each student required to complete a one-act play for public reading or performance.	
Offered 1984-85 and alternate years		Prerequisite: permission of the instructor	
Woods		Open to freshmen	
		Offered 1984-85 and alternate years	
336s. The Modern British Novel	(5)	341f. Writing Workshop: Fiction	(5)
Several modern novelists with emphasis on Joyce, Lawrence, and Woolf.		Guidance in revising and preparing publishable material. Individual conferences and group workshop sessions.	
Bonds		Prerequisite: 201 or permission of the instructor	
337w. The English Novel from Defoe to Austen	(5)	Not offered 1983-84; offered 1984-85	
Offered 1984-85 and alternate years		<i>Ball</i>	
Butler			
338s. The English Novel from the Brontës to Eliot	(5)	342f. Writing Workshop: Poetry or Drama	(5)
Offered 1984-85 and alternate years		Guidance in revising and preparing publishable material. Individual conferences and group workshop sessions.	
Nelson		Prerequisite: 202 or 203 or permission of the instructor	
361w. Prose and Poetry of the Seventeenth Century	(5)	<i>Butler</i>	
Emphasis on the writings of Donne, Jonson, Herbert, Marvell, Bacon, and Browne.			
Offered 1984-85 and alternate years			
Pinka			
362s. Milton	(5)	415f,w,s. Advanced Creative Writing	(3 or 5)
Pinka		Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama.	
405. Seminar	(5)	Prerequisite: 341 or 342 or permission of the instructor	
Not offered 1983-84, 1984-85		<i>Ball, Butler</i>	
490. Independent Study in Creative Writing	(6-10)		
		<i>Ball, Butler</i>	

FRENCH

Professor:

Frances C. Calder (Chair)

Associate Professors:

Christabel P. Braunrot

Huguette D. Kaiser

additional appointment to be made

The Department of French has as its goals accuracy and fluency in the written and spoken language and knowledge and appreciation of the literature and culture of France.

New students who make a satisfactory score on the exemption examination may be exempted from the foreign language requirement for graduation. All new students electing French, depending upon their preparation, will be placed directly in the appropriate French course or will be asked to take a placement test.

French 235 plus an additional French literature course of three or more hours on the 300 level will satisfy the literature requirement for graduation. French 235 is the prerequisite for all French courses on the 300 level.

Students, if qualified, may spend their junior year in France on an approved program. Interested students should consult the department chair early in their sophomore year.

A French Assistant comes from France each year to live on the French Hall with students desirous of speaking French in the dormitory. To be eligible for residence on the French Hall, students must be enrolled in a French course on or above the intermediate level. Application for residency should be made to the Office of the Dean of Students. "La Table Française" in the dining hall welcomes students on all levels of French proficiency. The

French Club involves students in programs of plays, songs, poetry, and slides. The language laboratory is open to all foreign language students.

The department recommends for the French major the following electives in other departments: History 100, 309; Classics 309, 310; English 211; Art 103, 308; Philosophy 206, 209, 210; another foreign language.

REQUIREMENTS FOR THE MAJOR

235, 305, 336; a minimum of sixteen additional hours on the 300 level

Elective French courses to complete the major should be representative of various centuries and genres.

01. Elementary (9)

For students who begin French in college. Equivalent of two years secondary school preparation.

Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement.

The Department

101. Intermediate (9)

Practice in the aural, oral, and written use of the language; training in the essentials of grammar; study of some representative types of French literature. Selected students may be placed in an Honors Section fall quarter to be followed by 103w-s or 235w-s upon recommendation of the instructor. Supplementary sections are required for students whose preparation is inadequate or who made a grade of C or below in 01.

Prerequisite: 2 entrance credits or 01

The Department

103. Readings from French Literature (9)

Selected literary works. A review of grammar. May be followed by 235w-s after fall quarter upon recommendation of the instructor.

Prerequisite: 3 entrance credits or 101

with grade B- or below

Kaiser

105s. Introduction to French Phonetics (1)	357w. The Novel (5)
Open to students who have completed or who are completing French 01, 101, or 103	Selections from fiction of the twentieth century. Offered 1984-85 and alternate years
207f. Intermediate French Conversation (3)	360f. Eighteenth-Century French Literature (5)
Prerequisite: 101 with grade B- or above <i>The Department</i>	Selected works from the fiction, theatre, and philosophical writings of the "Siècle des Lumières." Offered 1983-84 and alternate years
210s. French Writers of the Twentieth Century (3)	361s. French Poetry (3)
Readings in translation from Camus, Sartre, Ionesco, and others. Not open to French majors Offered 1984-85 and alternate years	Lyric poetry of the nineteenth century after 1850. Offered 1983-84 and alternate years
235f-w or w-s. Topics in French Literature (6)	370f. Contemporary French Poetry (3)
A central theme ("l' engagement") as it is treated by several great writers. Oral and written discussion of the literature read. A review of grammar. Prerequisite to all 300-level courses. Prerequisite: 4 or more entrance credits, or 101 with grade B or above, or 103 <i>Braunrot, Calder</i>	Offered 1984-85 and alternate years
305. Advanced French Language Study (9)	372f. Contemporary French Drama (5)
<i>The Department</i>	Offered 1984-85 and alternate years
308f. French Civilization (3)	375w. The Study of a Major Writer (3)
Offered 1983-84 and alternate years	1983-84: Camus 1984-85: Molière <i>Calder</i>
336s. Seventeenth-Century French Literature (5)	380f. Poetry and Prose of the French Renaissance (3)
"L'Age d'Or" (Classicism). Selected works of Descartes, Corneille, Pascal, Molière, Racine, and others.	Offered 1983-84 and alternate years
340w. Medieval French Literature (5)	383s. French Romanticism (5)
A study in modern French of <i>La Chanson de Roland</i> , <i>Tristan</i> , <i>Marie de France</i> , <i>Chrestien de Troyes</i> , the <i>Fabliaux</i> , <i>Le Roman de Renard</i> , <i>Le Roman de la Rose</i> , and selected dramatic works. Offered 1983-84 and alternate years	The Romantic movement in the novel, theatre, and poetry of the nineteenth century. Offered 1984-85 and alternate years
356w. The Novel (5)	390w. Seminar (3)
From Balzac through Zola. Offered 1983-84 and alternate years	Topic: to be announced Prerequisite: French 336 Offered 1984-85 and alternate years
<i>Braunrot</i>	<i>Kaiser</i>
	410f,w,s. Special Study (3-5)
	Supervised study to meet the needs of individual students. <i>The Department</i>
	490. Independent Study (6-10)
	Qualified students may elect to participate in an Independent Study Program for two quarters of their senior year. Approval by the French department and the Committee on Independent Study is necessary. <i>The Department</i>

GERMAN

Professor:

Gunther Bicknese (Chair)

Associate Professor:

Ingrid E. Wieshofer

Each course offered by the department emphasizes the communicational skills of speaking, understanding, and writing. Linguistic and cultural aspects of the German-speaking world are presented at all levels. In the intermediate and advanced courses, a wide selection of classical and contemporary works in German literature are read.

All teachers in the department are native speakers of German which is the language of instruction in all literature and culture courses. Majors and non-majors alike are encouraged to live on the German Hall, a German-speaking campus community. Qualified students may participate in an intensive seven-week Summer Study Program at the University of Marburg in Germany. This program is offered in alternate years.

Students with a previous background in German will be placed in accordance with their proficiency. Even without such a background, a student may elect German as her major if she enrolls in elementary German as a freshman.

If a student begins the study of German in her sophomore year, she will be able to fulfill the requirements for the major provided she participates in the Summer Study Program in Germany.

Students considering a double major should consult with the department chair as early as possible.

REQUIREMENTS FOR THE MAJOR

01, 101, 202, 206-207-208, 401
 221-222-223, unless the student is
 exempted by the department
 from one of the three quarters
 13 hours of the following: 301, 304,
 305, 306, 309, 310, 350 (Depart-
 mental approval of 300-level
 courses selected is required to
 assure coverage of major literary
 periods, including the Age of
 Goethe and the nineteenth and
 twentieth centuries.)

01. Elementary	(9)
Emphasis on speaking and on understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts. Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language re- quirement.	<i>The Department</i>
101 or 101SG. Intermediate	(9)
Practice in spoken German, ac- companied by grammar review. Reading and discussion of literary texts. Prerequisite: 2 entrance credits or 01 101SG: Marburg, Germany; summers 1983 and 1985	<i>Wieshofer</i>
202w. Phonetics	(2)
Theoretical and practical aspects of Ger- man pronunciation with intensive drills. Prerequisite: 01 or equivalent	<i>Wieshofer</i>
206f or SG. Composition	(2)
A practical course designed to develop fluency in writing German. Prerequisite: 101 Corequisite: 208 206SG: Marburg, Germany; summers 1983 and 1985	<i>Wieshofer</i>

207f or SG. Conversation	(2)	301f. Goethe's Faust	(3)
A practical course designed to develop fluency in oral communication.		An intensive study of Part I and highlights from Part II.	Bicknese
Prerequisite: 101			
Corequisite: 208			
207SG: Marburg, Germany; summers 1983 and 1985	Wieshofer		
208f or SG. Grammar Review	(1)	304w. Drama and Prose of the Nineteenth Century	(5)
Corequisite: 206 or 207		Analysis of representative works of the period.	Wieshofer
208SG: Marburg, Germany; summers 1983 and 1985	Wieshofer		
209s or SG. Advanced German Language Study	(5)	305s. Contemporary Drama	(3 or 5)
A course designed for the development of greater skill in the use of modern German. Students preparing for the examination for the "Zertifikat Deutsch als Fremdsprache" are advised to take this course.		Emphasis on Brecht's epic theatre and the Swiss playwrights.	
Prerequisite: 101, 206, 207, 208		Offered 1984-85 and alternate years	
209SG: Marburg, Germany; summers 1983 and 1985	Bicknese		Bicknese
213SG. German Civilization	(3)	306w. Franz Kafka	(3 or 5)
Prerequisite: 101 or equivalent		Discussion of major short stories and selections from the novels.	
Marburg, Germany; summers 1983 and 1985	Bicknese, Instructors from University of Marburg	Offered 1983-84 and alternate years	Bicknese
221f. Introduction to German Poetry	(3)	309w. History of German Culture and Civilization	(3)
Ballads and lyric poetry in the nineteenth and twentieth centuries. Prerequisite to all 300-level literature courses.		Prerequisite: 209 or 221-222-223	Bicknese
Prerequisite: 101 or equivalent	Bicknese		
222w or SG. Introduction to German Drama	(3)	310s. Life and Thought in the Contemporary German-speaking World	(3)
A classic drama and representative contemporary Hörspiele. Prerequisite to all 300-level literature courses.		Prerequisite: 309	Bicknese
Prerequisite: 101 or equivalent			
222SG: Marburg, Germany; summers 1983 and 1985	Bicknese	350w,s,SG. Advanced Reading Course	(3 or 5)
		Bicknese, Wieshofer	
223s or SG. Introduction to German Prose	(3)	350SG: Marburg, Germany; summers 1983 and 1985	
Selected Novellen and a contemporary novel. Prerequisite to all 300-level literature courses.		Bicknese, Lecturers from University of Marburg	
Prerequisite: 101 or equivalent			
223SG: Marburg, Germany; summers 1983 and 1985	Bicknese	401s. History of German Literature	(5)
		Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods.	
		Wieshofer	
490. Independent Study	(6-10)	490. Independent Study	(6-10)
Independent research is arranged under the supervision of a member of the department. Results are presented both orally and in writing.			
		Bicknese, Wieshofer	

GREEK

See Classical Languages and Literatures

HISTORY

Professors:

Michael J. Brown

Penelope Campbell (Chair)

Associate Professor:

John L. Gignilliat

Assistant Professor:

Katharine D. Kennedy

The history curriculum offers courses in five major areas: Early United States; Modern United States; Early Europe, including Great Britain; Modern Europe; and Africa and Asia. Students who major in history may concentrate in any of these areas, but also must fulfill the distribution requirement which ensures that at least some work will be done in several different fields of historical study.

In addition to the basic history major, three interdisciplinary majors are offered: Art History—History, History—English Literature, and International Relations, which involves a distribution of study between political science, history, and economics. Requirements for these majors may be found on pages 120, 121, and 122.

Periodically the department offers a program of summer study in Great Britain. Accommodations are in British universities and distinguished British professors participate as visiting lecturers. Internships in the Atlanta area can be arranged for history majors. Any interested student should consult with the department chair as early as practicable in her college career.

REQUIREMENTS FOR THE MAJOR

100 (9 hours)

A minimum of 40 hours on the

upper-division level, including one course from four of the following groups:

- (a) 305, 306, 308, 335, 336
- (b) 302, 309, 311, 316, 332, 333, (301)
- (c) 352, 353, 354, 358, 359, (356, 357)
- (d) 319, 320, 321, 325, 326
- (e) 317, 324, 328

100 or 100f-w or 100w-s. **The Emergence of Modern European Civilization** (9 or 6)
A survey of the history of Europe from the Middle Ages to the present.
Not open to students who have had 101, 102, or 103 The Department

105w. **History of the United States to 1876** (5)
A general survey of the history of the United States from the colonial origins through Reconstruction. Gignilliat

106s. **History of the United States since 1876** (5)
A general survey of the history of the United States since Reconstruction. Gignilliat

204 or 204f-w or 204w-s. **History of England** (9 or 6)
A general survey of the history of England from the Roman conquest to the present.
Open to freshmen with permission of the instructor Brown

210f. **Introduction to the Non-European World** (5)
Major civilizations in Asia, Africa, and the New World on the eve of European contact; European explorations; responses from indigenous cultures; and the first overseas colonial empires.
Open to freshmen with permission of the instructor
Not open to students who have had 103 Campbell

211w. **The Non-European World in Modern Times** (5)
European domination in Africa and Asia and the interaction of western and non-western societies in the last two centuries; the persisting struggle of African and Asian nations for independence from western supremacy.
Open to freshmen with permission of the instructor
Not open to students who have had 103 Campbell

290SE. Social History of Elizabethan England	(5)	the nineteenth and twentieth centuries. Offered 1983-84 and alternate years Kennedy
Selected historical sites in England and Scotland. The art, architecture, religion, education, amusements, thought, and mode of life of the Elizabethans. Guest lectures by distinguished British historians of the period.		
Date to be announced	Brown	
<i>300-level courses are open to sophomores by permission of the chair.</i>		
302s. Topics in Modern European History	(5)	
Topic: to be announced		
Offered 1984-85 and alternate years	Kennedy	
305f. Medieval Civilization	(5)	
The emergence of European cultural traditions, political institutions, and social organization between the decline of the Roman Empire and the end of the High Middle Ages.	Kennedy	
306s. The Renaissance	(5)	
The civilization of Italy and of northern Europe from the time of Dante to the time of Shakespeare.		
Offered 1984-85 and alternate years	Brown	
308s. The Reformation	(5)	
Changes in church and state from the time of Luther to the end of the wars of religion.		
Offered 1983-84 and alternate years	Brown	
309f. The French Revolution and Napoleon	(5)	
Causes and events of the French Revolution, its influence upon Europe, Napoleon's rise and fall.	Brown	
311w. Nineteenth-Century Europe	(5)	
Europe from the Congress of Vienna to the eve of World War I, with emphasis on industrialization, liberalism, nationalism, and imperialism.	Kennedy	
312w. Women in Modern European History	(5)	
The changing roles of European women at home, at work, in public life, and in the arts.		
Offered 1984-85 and alternate years	Kennedy	
316w. European Intellectual History since the Enlightenment	(5)	
Rational and romantic responses to the Enlightenment by selected thinkers of		
		Gignilliat
317f. The New South	(5)	
Political, economic, and cultural changes in the South since the Civil War.		
		Gignilliat
318s. Topics in American Political Biography	(5)	
1983-84: American women in the nineteenth and twentieth centuries, in public and private life		
1984-85: to be announced	Gignilliat	
319s. The Old South	(5)	
Political, economic, and cultural characteristics which marked the South in the antebellum period.		
320f. American Colonial History to 1763	(5)	
An examination of the problems of settlement and the development of an American identity in society and politics.		
321w. The American Revolution and Early National Period, 1763-1815	(5)	
The severance of the political, social, and economic ties with England and the development of a national identity.		
324f. Civil War and Reconstruction	(5)	
The outbreak of the Civil War; the war years; the political, economic, and social consequences to 1876.		
Offered 1984-85 and alternate years	Gignilliat	
325s. Jacksonian America	(5)	
Political, social, and economic developments in the era of Andrew Jackson with attention to their origins and consequences.		
326f. Intellectual History of the United States	(5)	
The course of American thought from the ratification of the Constitution to the present.		
Offered 1983-84 and alternate years	Gignilliat	
328w. The United States since 1918	(5)	
Political, cultural, and economic developments since World War I.		
		Gignilliat

332s. Europe, 1914-1945	(5)	and China, including western colonial control and the independence struggle; emphasis on the twentieth century.
World War I, the Interwar years, and World War II, with emphasis on communism, fascism, diplomacy, and political change.		Offered 1984-85 and alternate years Campbell
Not open to students who have had 301	Kennedy	
333s. Europe, 1945 to the Present	(5)	
Social, economic, political, and cultural change and foreign affairs in Western Europe, Eastern Europe, and the Soviet Union.		Historical perspective, British rule, Gandhi, and the conditions after independence in Pakistan, India, and Bangladesh.
Not open to students who have had 301	Kennedy	Not open to students who have had 356 or 357
		Offered 1983-84 and alternate years Campbell
335w. England Under the Tudors	(5)	
England from 1485 to 1603 with particular emphasis upon the break with Rome under Henry VIII and the beginning of England's imperial role under Elizabeth.		1983-84: American-Chinese Relations from Washington to Nixon; American interests and Chinese responses during the last two centuries.
Offered 1983-84 and alternate years	Brown	1984-85: not offered Campbell
336w. England Under the Stuarts	(5)	
England in the seventeenth century with emphasis upon the social, political, and religious concepts carried to America by the early colonists.		358w. Sub-Saharan Africa to World War I Pre-colonial civilization, western penetration, and European conquest.
Offered 1984-85 and alternate years	Brown	Offered 1984-85 and alternate years Campbell
341f (Classics 318). Greek History	(5)	
Greece from the Bronze Age through the Hellenistic period, with emphasis on the development of the political and social institutions of the democracy in Athens.		359s (Political Science 359). Sub-Saharan Africa in the Twentieth Century Colonial rule, independence, and the tasks confronting developing nations.
Open to sophomores with permission of the instructor		Campbell
Offered 1983-84 and alternate years	Cabisius	
342f (Classics 319). Roman History	(5)	
Political and social institutions of the Roman Republic, formation of the Augustan principate, imperial history to the fall of the Western Empire.		410f,w,s. Special Study Supervised study in some field or period of history. The Department
Open to sophomores with permission of the instructor		
Offered 1984-85 and alternate years	Cabisius	
352f (Political Science 352). Southeast Asia	(5)	
Political and cultural development of the region between the Indian subcontinent		490. Independent Study Independent research under the supervision of a member of the department. The Department

INTER-DISCIPLINARY MAJORS

See page 119.

LATIN

See Classical Languages and Literatures

MATHEMATICS

Professor:

Sara L. Ripy (Chair)

Associate Professor:

Robert A. Leslie

Assistant Professor:

Albert D. Sheffer, Jr.

additional appointment to be made

The curriculum in the Department of Mathematics is designed to help students to think clearly and logically; to analyze problems; to understand and be able to use the language, theory, and techniques of mathematics; and to develop skills and acquire mathematical tools needed in the application of mathematics.

The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and employment in government and industry. A student interested in both mathematics and physics is invited to consider a Mathematics—Physics major. A description of this interdisciplinary major may be found on page 122.

The chair of the department makes a recommendation about the appropriate placement in a mathematics course for each entering student.

Students who wish to be considered for exemption from Mathematics 120 must take the departmental exemption examination prior to the beginning of classes. Students who are planning to major in mathematics should take calculus at the appropriate level in the freshman year: Mathematics 111-121 or 120-121 or 201.

REQUIREMENTS FOR THE MAJOR

201, 307, 310, 321, 411

One of the following: 315, 331, 352

One of the following: 309, 312, 328
 Mathematics 115 not counted
 toward the minimum 45-hour major if taken after completion of 328

Mathematics 150 not counted toward the minimum 45-hour major

101f or w. Finite Mathematics (4)

Topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, probability, linear programming, mathematical models, and financial mathematics. *The Department*

111f-w. Introductory Calculus,

Analytic Geometry I with Algebra and Trigonometry (10)

The material of 120 supplemented with selected topics from algebra and trigonometry. For students whose mathematical preparation is not adequate for 120.

Not open to students who have had 120. *The Department*

115w or s. Elementary Statistics (4)

Statistical measures and distributions, probability and its application to statistical inference, decision making, linear correlation, nonparametric methods, and applications in the natural and social sciences. *The Department*

120f-w. Introductory Calculus,

Analytic Geometry I (6)

Limits, derivatives of functions, analytic geometry, techniques of integration, applications. *The Department*

121s. Introductory Calculus,

Analytic Geometry II (3)

Continuation of 111 or 120. Prerequisite: 111 or 120. *The Department*

150f or s. Introduction to Computer Programming (3)

An introduction to computers, principles of operation, BASIC programming language, programming techniques, and applications.

Prerequisite: 101 or 111 or 120 or permission of the department chair

Leslie, Sheffer

201 or 201f-w. Differential and Integral Calculus (9 or 6)	314f. Introduction to Modern Geometry (5)
Continuation of 121 to include series, Taylor's expansion, multi-variate calculus, partial differentiation. Students not majoring in mathematics may take 201f-w for credit of 6 quarter hours.	Affine, projective, and Euclidean geometries and their postulational development.
Prerequisite: 111-121 or 120-121	Prerequisite: 201 Offered 1984-85 and alternate years
<i>The Department</i>	<i>Ripy</i>
250w. Intermediate Computer Programming (3)	315f. Topology (5)
Algorithms for problem-solving in mathematics and science using a high-level programming language other than BASIC.	An introduction to topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of \mathbb{R}^n .
Prerequisite: 150 and 121, or permission of the department chair	Prerequisite: 201 Offered 1983-84 and alternate years
Leslie	<i>Sheffer</i>
307f. Linear Algebra (5)	321w. Introduction to Modern Abstract Algebra (5)
Vector spaces, linear transformation, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.	Important algebraic structures, including groups, rings, integral domains, and fields.
Prerequisite: 201 or permission of the department chair	Prerequisite: 201
Leslie	<i>Ripy</i>
309s. Differential Equations (5)	322s. Modern Abstract Algebra (5)
First and second order differential equations, applications, linear differential equations, numerical and series solutions, boundary value problems, and existence and uniqueness theorems.	Continuation of 321.
Prerequisite: 201	Prerequisite: 321
Leslie	<i>Ripy</i>
310w. Advanced Calculus (5)	325w. Mathematical Models and Applications (5)
A generalization of elementary calculus to higher dimensions, including a study of multiple integration and derivatives of vector-valued functions, with applications.	Mathematics which emphasizes the development of techniques of model building. Applications to illustrate the techniques are drawn principally from the natural and social sciences.
Prerequisite: 201, 307	Prerequisite: 201, 250 Offered 1983-84 and alternate years
Sheffer	Leslie
312f. Introduction to Numerical Analysis (5)	328f. Mathematical Statistics and Probability (5)
Topics selected from methods of obtaining numerical solutions of equations, systems of linear and non-linear equations, numerical integration and differentiation, curve fitting, and initial and boundary value problems of ordinary differential equations.	An introduction to some of the basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications.
Prerequisite: 201, 250 Offered 1983-84 and alternate years	Prerequisite: 201 Offered 1984-85 and alternate years
Leslie	Leslie
331s. Fundamentals of Real Analysis (5)	
Real-valued functions of a real variable which include algebraic and topological properties of the real numbers and a rigorous development of limits, continuity, differentiation, and integration.	
Prerequisite: 201 Offered 1984-85 and alternate years	
Sheffer	

345s. Topics in Mathematics	(5)
A specialized topic in mathematics. The subject to be examined will be chosen according to the interests of students and faculty.	
1983-84: Combinatorics	
1984-85: to be announced	
Prerequisite: permission of the department chair	Leslie
352s. Theory of Functions of a Complex Variable	(5)
The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus.	
Prerequisite: 201	
Offered 1983-84 and alternate years	Ripy
360s. Topics from the History of Mathematics	(3)
A general outline of the history of mathematics, with a more intensive focus on the development of selected mathematical ideas through the reading of historical and biographical material, including expository papers by noted mathematicians and articles from mathematical journals.	
Prerequisite: ten hours of mathematics at the 300 level or permission of the department chair	
Offered 1984-85 and alternate years	Sheffer
410f,w,s. Special Study	(3-5)
Open to majors only	The Department
411w. Mathematics Seminar	(2)
	The Department
490. Independent Study	(6-10)
	The Department

MUSIC

Professors:
 Ronald L. Byrnside (Chair)
 Raymond J. Martin
 Associate Professor:
 Theodore K. Mathews
 Assistant Professor:
 Jay Fuller
 Instructor:
 Jean Lemonds

The Department of Music provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of non-majors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal arts education.

A student interested in teaching music on the elementary or secondary level is invited to consider the Teacher Certification Program in Music. This program prepares a student to teach elementary/general music and/or choral music and leads to a T-4 certificate to teach in the public schools of Georgia. A student wishing to pursue a teaching certificate in music should contact the Department of Music no later than the end of her sophomore year in order to plan her academic program. Requirements for the Teacher Certification Program in Music are described on page 82.

A student interested in music, art, and theatre is invited to consider the interdisciplinary major in Fine Arts. A description of this major may be found on page 121.

REQUIREMENTS FOR THE MAJOR

COURSES:

A minimum of 18 hours in music theory consisting of 111-211 or 211 and three 300-level theory courses
 213, 401
 At least one of the following: 301, 302, 304, 305

A minimum of 15 quarter hours in one instrument or voice

PERFORMANCE:

Adequate performing skill, to be tested at the end of the sophomore year

For students concentrating in voice, a performance test on the piano at the end of the sophomore or junior year

ENSEMBLE EXPERIENCE:

A minimum of two years in the college glee club or the equivalent time in approved accompanying or other college ensemble

300-level courses are open to sophomores by permission of the department chair.

MUSIC APPRECIATION

106f. Introduction to the Art of Music (3)

Basic concepts and terminology appropriate to various kinds of music. A study of the relationship of music to society and the other arts.

Intended for non-majors Byrnside

107w. Introduction to the Art of Music (3)

A continuation of 106 with special emphasis on the concept of style.

Prerequisite: 106 or permission of the instructor Byrnside

203s. American Music (3)

Music within the United States from colonial times to the present. Instrumental, choral, and song literature are examined in historical and cultural contexts.

Prerequisite: 106 or 111 Mathews

204s. History of Jazz (3)

Trends, developments, and personalities in American jazz.

Open to freshmen with permission of the instructor Mathews

206s. Orchestral Music (3)

The orchestra and its literature, drawn from the fields of symphony, ballet, tone

poem, and ceremony.

Prerequisite: 106-107 or permission of the instructor

Open to freshmen with permission of the instructor Byrnside

207w. Vocal Music (3)

Song and operatic and choral music.

Prerequisite: 106-107 or permission of the instructor Lemonds

THEORY AND HISTORY OF MUSIC

111. Basic Theory and Musicianship (9)

The basic concepts and techniques of tonal harmony. Emphasis is placed on sightsinging, ear training, and the basic concepts of harmony.

Martin

211. Advanced Music Theory (9)

A continuing study of the elements presented in Music 111, with emphasis given to contextual relationships which are explored primarily through written and analysis exercises. Attention is accorded ultimately to traditional musical forms as well as to aspects of musical style as perceived in the works of composers from the Baroque to the twentieth-century periods of music.

Prerequisite: 111 Byrnside

213. Music History Survey (9)

A chronological study of Western art music from the Greek civilization to the present.

Prerequisite: 111 Mathews

301f. Medieval and Renaissance Music (3)

The history of music from the early Christian era through the sixteenth century.

Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor Byrnside

302w. Baroque and Classical Music (3)

The history, literature, and stylistic characteristics of the music from 1600 to 1800.

Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor Byrnside

304f. Nineteenth-Century Music (3)

Music of the nineteenth century and its relation to artistic life of that time. A study of literature, stylistic characteristics, and composers.

Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor Byrnside

305s. Twentieth-Century Music	(3)	biblical times to the present.	
The characteristics and tendencies of music since 1900. Outstanding composers and significant works will be studied.		Intended primarily for non-majors; open to majors with permission of the instructor	
Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor	Byrnside	Open to freshmen with permission of the instructor	
		Offered 1984-85 and alternate years	
		Martin	
311f. Orchestration	(3)	330f. Choral Conducting	(3)
A course to develop skills in reading and analyzing orchestral scores and in arranging music for instruments. Problems in arranging musical scores for ensembles with voices also are considered.		Fundamentals of the technique of choral conducting.	
Prerequisite: 211	Mathews	Intended primarily for majors, but open to qualified non-majors	
		Offered 1983-84 and alternate years	
		Martin	
312w. Form and Analysis	(3)	332w. Church Service Playing	(3)
A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.		Hymn playing, modulation, improvisation, anthem and solo accompanying. Conducting the choir from the organ console.	
Prerequisite: 211	Mathews	Prerequisite: 208 or 330 or permission of the instructor	
		Intended primarily for majors, but open to qualified non-majors	
		Offered 1983-84 and alternate years	
		Martin	
313s. Techniques of Composition	(3)	333w. Organ Literature	(3)
A course designed to teach students how to compose in a variety of musical styles, and how to create workable arrangements for voices and instruments.		Analysis and performance of significant organ repertory from the Renaissance to the present. The relation of organ music to organ design and liturgical requirements.	
Prerequisite: 211		Intended primarily for majors, but open to qualified non-majors	
		Offered 1984-85 and alternate years	
		Martin	
401w. Senior Seminar for Majors	(3)		
Specialized areas of music designed to meet the needs of the students in the seminar.			
Prerequisite: 211, 213	Byrnside		
410f,w,s. Special Study in Music Theory or History	(3 or 5)		
Specialized study for majors to meet the needs of the individual student.			
490. Independent Study	6-10)	MUSIC EDUCATION	
CHURCH MUSIC			
208s. History of Church Music	(3)	340w. The Elements of Music	(3)
An historical and analytical study of choral and instrumental music used in liturgical and free-church forms of Christian worship from the early church to the present.		An examination of the elements of music and of methods for teaching them to elementary school-age children. The course is designed for students preparing to be general classroom teachers.	
Intended primarily for non-majors; open to majors with permission of the instructor		Not open to students who have had 111	
Offered 1983-84 and alternate years	Martin	Mathews	
209s. Hymnology	(3)	345. Piano Pedagogy	(4)
A survey of hymn texts and tunes from		A study of methods and materials for teaching piano. Class, fall quarter (2 quarter hours). Practice teaching and seminars continuing through winter (1 quarter hour) and spring (1 quarter hour) quarters.	
		Offered 1983-84 and alternate years	
		Fuller	

APPLIED MUSIC

CREDIT: Credit is awarded for applied music offered by the College to students who present evidence of previous training. Courses must be elected in sequential order; each course is a one-quarter course and is offered each quarter. One hour of private lessons, a one-hour class session, and six hours of practice weekly are required. A performance examination will be conducted at the end of each quarter.

PIANO: 151, 152, 153; 251, 252, 253; 351, 352, 353; 451, 452, 453

ORGAN: 161, 162, 163; 261, 262, 263; 361, 362, 363; 461, 462, 463

STRINGS: 171, 172, 173; 271, 272, 273; 371, 372, 373; 471, 472, 473

VOICE: 181, 182, 183; 281, 282, 283; 381, 382, 383; 481, 482, 483

WOODWINDS: 191, 192, 193; 291, 292, 293; 391, 392, 393; 491, 492, 493

Prerequisite: Written permission of the department chair; for organ, demonstrated proficiency in piano technique

Corequisite: After three quarters of applied music at the 100 level, non-music majors must take a course in music theory, appreciation, or history concurrent with each quarter of applied music.

Credit: Beginning music students may not receive credit for applied music (see non-credit).

Music majors must earn a minimum of 15 quarter hours in one instrument or voice and may earn a maximum of 24 quarter hours. Credit is awarded as follows: one credit hour for each quarter at the 100 level; two credit hours for each quarter above the 100 level. The music major is awarded three credit hours (Music

459, 469, 479, 489, or 499) upon completion of a senior recital.

Non-majors may earn a maximum of 15 quarter hours.

Any hours in excess of the maximum credits must represent work beyond the one hundred eighty hours required for the degree.

NON-CREDIT: Students may take one or two half-hour lessons per week in applied music without degree credit, and with permission of the department chair. Students taking non-credit applied music are expected to practice a minimum of six hours weekly. Those who fail to meet this requirement may be asked to discontinue their lessons.

GROUP INSTRUCTION

Group instruction in harpsichord and voice is offered for a nominal fee.

ENSEMBLES

The college glee club studies and performs sacred and secular choral music. Concerts are given several times during the year. The glee club is open to students without fee and membership is by tryout.

Several other ensembles are open to qualified students: the Madrigal singers; a Baroque ensemble; a woodwind quintet; an opera workshop; and the London Fog, a jazz vocal group.

PHILOSOPHY

Professor:

Richard D. Parry

Associate Professor:

David P. Behan (Chair)

Philosophy is a discipline which both examines critically the basic assumptions and positions of other disciplines and also considers solutions to fundamental problems not dealt with explicitly within other disciplines.

There are two complementary approaches to courses in philosophy. The systematic approach is through courses which deal with specific problems (103, 106, 107, 230, 232, 250). The historical approach is through courses in the history of philosophy (206, 209). Because of the varied interests of students, it is recommended that students considering courses in philosophy seek the advice of the members of the department concerning particular courses.

The requirements for the major in philosophy embody two goals. The first is that the student learn, through close work with primary sources, the ideas of the major philosophers. The second is that the student develop and practice techniques of critical analysis and constructive reasoning. In fulfilling these requirements, the student majoring in philosophy will both acquire a thorough grounding in the major areas of the discipline and also develop her own critical and creative philosophical skills.

REQUIREMENTS FOR THE MAJOR

LOGIC: 103 or 220 (317)

HISTORY OF PHILOSOPHY: 206, 209, (or 207-208), and one course from the following: 210, 302, 305, 308, (231), (309)

ETHICS: 230

PHILOSOPHY OF SCIENCE: 250

METAPHYSICS AND

PISTEMOLOGY: Three courses from the following: 320, 323, 324, 339, 340, 341 (321, 322)

103s. Introduction to Logic (3)

An introduction to the rudiments of critical thinking, designed to give the student those logical techniques appropriate to the analysis of ordinary discourse.

106f. Persons and Their Bodies (3)	
Can a human being survive bodily death? Discussion of metaphysical dualism, philosophical behaviorism, and the brain-mind identity theory.	Behan
107w-s. Introduction to Political and Legal Philosophy (6)	
An introduction to the major figures in political and legal philosophy from Antiphon the Sophist to Hegel.	Behan
206f (Classics 223). History of Ancient Philosophy (3)	
The thought of the major figures in western philosophy from the pre-Socratic era to the early Middle Ages. Open to freshmen with permission of the instructor	Parry
209w-s. Introduction to Modern Philosophy (6)	
The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Spinoza, Locke, Berkeley, Hume, and Kant.	
Open to freshmen with permission of the instructor	
Not open to students who have had 207-208	Behan
210f (formerly 309). Phenomenology and Existentialism (5)	
An introduction to phenomenology and existentialism through readings in Husserl, Heidegger, and Sartre.	
Not open to students who have had 309	Behan
220f (formerly 317). Symbolic Logic (5)	
The language of and rules of derivation for sentential and predicate logic.	
Prerequisite: permission of the instructor	
Not open to students who have had 317	Parry
230f. Ethics (5)	
The meanings of ethical terms and the different criteria for determining goodness and rightness.	Parry
232w. Aesthetics (3)	
A consideration of the nature and meaning of the arts, with special attention to the status of the artistic object and the characteristics of the perceiver's awareness.	
Open to freshmen with permission of the instructor	Parry

250w. Philosophy of Science	(3)	324w. Aristotle	(5)
An investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural sciences; and the reality of scientific constructs.		An intensive study of topics selected from the logical, epistemological, and metaphysical works. Prerequisite: 206 Offered 1984-85 and alternate years	
Behan		Parry	
300-level courses are open to sophomores by permission of the instructor.			
302w. Medieval Philosophy	(5)	339f. Theory of Knowledge	(5)
An investigation of the philosophy of the Middle Ages. Beginning with neo-Platonism, the course concentrates on the writings of St. Augustine, Abailard, St. Anselm, St. Thomas Aquinas, John Duns Scotus, and William of Ockham.		A critical study of major issues in contemporary epistemology. Prerequisite: 209 Offered 1984-85 and alternate years	
Prerequisite: 206 Offered 1984-85 and alternate years		Behan	
Parry			
305s (Political Science 305). Marx and Varieties of Socialism	(5)	340s. The Metaphysical Problem of the Self	(5)
The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management will be considered.		Contemporary metaphysical theories of the self assessed in comparison with those of Descartes, Locke, and Hume. Particular emphasis upon the concept of person and the philosophic problem of personal identity. Prerequisite: 209	
Cochran and Parry		Behan	
308s. The Classic Period of American Philosophy	(5)	341s. Current Problems in Analytic Philosophy	(5)
Pragmatism in the works of Peirce, James, Royce, and Dewey.		A consideration of some problems in ordinary language philosophy. Prerequisite: 209 Offered 1983-84 and alternate years	
Prerequisite: 206 or permission of the instructor Offered 1984-85 and alternate years		Parry	
Parry			
315f (Bible and Religion 345). Philosophy of Religion	(5)	410f,w,s. Special Study	(3 or 5)
Prerequisite: one course in philosophy; or Bible and Religion 200 or 201 Offered 1984-85 and alternate years		Supervised intensive study in fields or periods of philosophy. <i>The Department</i>	
320w. Plato	(5)	490. Independent Study	(6-10)
An intensive study of selected dialogues. Prerequisite: 206 or 230 Offered 1983-84 and alternate years		<i>The Department</i>	
Parry			
323f. Kant's Critical Philosophy	(5)		
An intensive study of Kant's <i>Critique of Pure Reason</i> . Prerequisite: 209 Offered 1983-84 and alternate years			
Behan			

PHYSICAL EDUCATION

Professor:

Kate McKemie

Associate Professor:

Kathryn A. Manuel (Chair)

Assistant Professor:

Marylin B. Darling

Instructor:

Jo Ann Messick

It is the purpose of the Department of Physical Education to assist students in their physical, mental, and social

development through a program of regular physical activity. Physical education is required of all students three hours a week during the first two years. During the fall quarter, freshmen must elect one of the following activities: field hockey, dance, or swimming. Students entering with advanced standing credits, but with additional credit to earn in physical education, are required to take physical education in their first quarter or quarters of residence. Students may not receive physical education credit for more than two quarters of the same activity at the same level.

Students who must be limited in physical activity should have a physician's statement filed with the Dean of the College.

The physical education program includes a wide variety of activities which accommodate varying levels of skills and abilities. In order to complete a diverse program, students select courses from at least three of the five areas listed below.

REQUIREMENTS

Three of the following areas:

AQUATICS:

Intermediate swimming, synchronized swimming, advanced lifesaving, Red Cross instructor's course in water safety

DANCE:

Aerobic dance; modern dance; ballet; jazz; tap, clog; folk, square, and social dance

DUAL SPORTS:

Badminton, fencing, tennis

INDIVIDUAL SPORTS:

Archery, fundamentals, golf, gymnastics and tumbling. Riding (huntseat equitation, Olympic style) is taught at the Vogt Riding Academy. Transportation is provided.

TEAM SPORTS:

Basketball, field hockey, softball, volleyball

SPECIAL COURSES

Elementary Games is a methods course in physical education for elementary grade children and is required for elementary education certification. (See page 80). This course will be offered in 1983-84 and alternate years.

Introduction to the Dance (Theatre 206), a course in the historical background of the dance, is offered jointly by the Departments of Physical Education and Theatre. This course will be offered in 1984-85 and alternate years.

CLOTHING

Clothing of uniform design for physical education is required of all entering students. Information regarding the purchase of clothing is sent during the summer. The College furnishes dance leotards, swim suits, and towels. Junior transfer students who have had two years of physical education need not order suits before arriving at the College.

ACTIVITIES

STUDIO DANCE THEATRE

The objective of Studio Dance Theatre is to acquire a broad

understanding of the dance through the study of dance elements: technique, composition, and improvisation. A major Dance Concert is performed each spring; a show for children is presented in the winter quarter.

DOLPHIN CLUB

The purpose of Dolphin Club is to encourage and develop the art of synchronized swimming. Each year the club presents a water show during the winter quarter. Tryouts for membership are held in the fall and spring.

INTRAMURAL SPORTS

The Athletic Association, with assistance from the physical education department, sponsors tournaments and intramural games. Fall activities include field hockey and tennis. During the winter quarter, badminton tournaments and basketball games are scheduled. In the spring, a swimming meet, softball and volleyball games, tennis, archery, and golf are sponsored.

INTERCOLLEGIATE SPORTS

The College, a member of the National Association of Intercollegiate Athletics, provides intercollegiate competition in certain activities. *Tennis:* Team practices and match competition are scheduled throughout the fall, winter, and spring quarters. Six singles players and three doubles teams compete in regular season matches not only against other NAIA teams, but also NCAA, independent, and junior college teams. The season is highlighted by several invitational tournaments and the Georgia Intercollegiate Championships. The NAIA State Tournament finalizes

the season with opportunity for further advancement to the District 25 Tournament and the National NAIA Tournament. *Field Hockey:* Games in field hockey are scheduled with other institutions during the fall quarter. *Cross Country:* Runners compete in cross country events in the area throughout the year.

OPEN HOURS

During the year certain hours are set aside each week when students may swim and play badminton and tennis. The facilities of the department are available for student use when not otherwise scheduled for instructional or organized intramural and intercollegiate activities. Attention of students is directed to regulations posted in the physical education building concerning the care and use of facilities.

PHYSICS AND ASTRONOMY

Associate Professor:

Arthur L. Bowling, Jr. (Chair)

Assistant Professor:

Robert S. Hyde

The training acquired through concentration in Physics or Physics-Astronomy provides a solid, technical foundation for later graduate study and professional work in physics, astronomy, and the applied fields of engineering and geophysics. Students who wish to major in physics are encouraged, but not required, to take Physics 210-211 during their freshman year.

Students considering the Physics—Astronomy major should elect the in-

introductory astronomy sequence (Astronomy 121, 122, 123) and Mathematics 111-121 or 120-121 during their freshman year. Physics 210-211 is normally taken during the sophomore year, but the well-prepared student is encouraged to enroll in this course during her freshman year.

A student interested in both physics and mathematics is invited to consider a Mathematics-Physics major. A description of this interdisciplinary major may be found on page 122.

Introductory astronomy courses are open to both science and non-science majors and incorporate the use of the Bradley Observatory's 30-inch Beck telescope. Most astronomy courses require some observational activities in the Bradley Observatory.

REQUIREMENTS FOR THE MAJOR

PHYSICS:

Physics 210-211, 33 additional hours as approved by the department

Mathematics 201, 309

PHYSICS-ASTRONOMY:

Physics 210-211, 12 additional hours as approved by the department

Astronomy 121, 122, 123, 15 additional hours as approved by the department

Mathematics 201

PHYSICS

210f-w. Introduction to Mechanics and Electromagnetism (8)
 Mechanics, properties of matter, gravitation, oscillations, and electromagnetism. Calculus is used. 3 LEC, 1 LAB
 Prerequisite: Mathematics 121 or permission of the instructor
 Open to freshmen who meet the prerequisite Bowling

211s. Introduction to Heat, Sound, and Light (4)
 Elements of thermodynamics, waves, sound, and optics. Calculus is used.
 3 LEC, 1 LAB
 Prerequisite: 210f-w
 Open to freshmen who meet the prerequisite
 Not open to students who have had 210s Bowling
 300-level courses are open to sophomores who meet the prerequisites.

310f. Introduction to Modern Physics (3)
 Special relativity, elementary quantum theory and applications.
 Prerequisite: 210-211
 Prerequisite or corequisite: Math 201 Bowling

311f. Modern Physics Laboratory (1)
 Illustration of some of the important experimental results of twentieth-century physics. 1 LAB
 Prerequisite: 210-211
 Not offered 1983-1984 Bowling

320w. Classical Mechanics I (3)
 Newtonian, Lagrangian, and Hamiltonian formulations of classical mechanics. Oscillations and central force motion.
 Prerequisite: 210-211
 Prerequisite or corequisite: Math 201
 Offered 1983-84 and alternate years Bowling

321s. Classical Mechanics II (3)
 Accelerated reference frames, rigid body motion, coupled oscillators, waves.
 Prerequisite: 320
 Offered 1983-84 and alternate years Bowling

330w. Thermal Physics (3)
 Equilibrium thermodynamics and an introduction to kinetic theory and statistical mechanics.
 Prerequisite: 210-211
 Offered 1983-84 and alternate years Bowling

331s. Statistical Mechanics (3)
 Ensembles, partition functions, transport phenomena.
 Prerequisite: 330
 Offered 1983-84 and alternate years Bowling

340f. Electricity and Magnetism	(3)	moon, and planets is discussed in an historical context. Other topics considered include positional astronomy, electromagnetic radiation, telescopic observation, and an introduction to astrophotography. 3 LEC, 1 evening laboratory session per week at Bradley Observatory
Electrostatics and magnetostatics. Introduction to boundary value problems. Maxwell's equations.		
Prerequisite: 210-211; Mathematics 201		
Offered 1984-85 and alternate years	Bowling	Hyde
341w. Electrodynamics	(3)	
Time-dependent fields, motion of charged particles, relativistic invariance of the theory.		
Prerequisite: 340		
Offered 1984-85 and alternate years	Bowling	
342s. Electromagnetic Radiation	(3)	122w. Introduction to Stellar and Galactic Astronomy
Emission and behavior of electromagnetic waves		(4)
Prerequisite: 341		Topics include stellar classification and evolution, contents and dynamics of the Milky Way Galaxy, extra-galactic systems, and an introduction to cosmology.
Offered 1984-85 and alternate years	Bowling	3 LEC, 1 evening laboratory session per week at Bradley Observatory
343 or 343f or 343f-w. Electronics Laboratory	(1,2, or 3)	Prerequisite: 121
DC and AC circuits, active components, introduction to digital techniques and modern optics. 1 LAB		Hyde
Prerequisite: 210-211	Bowling	
360w. Quantum Mechanics I	(3)	123s. Introduction to Solar System Astronomy
General formalism, wave mechanics, spin and angular momentum, approximation methods, scattering.		(4)
Prerequisite: 210-211		The solar system inventory including the sun, planets, asteroids, meteors, and comets is discussed. The earth-moon system, solar-terrestrial effects, a comparative study of planetary atmospheres, and the theories of solar system formation are considered. 3 LEC, 1 evening laboratory session per week at Bradley Observatory
Offered 1984-85 and alternate years	Bowling	Prerequisite: 121
361s. Quantum Mechanics II	(3)	200w. Modern Astrophysics
Many-particle systems. Applications of quantum mechanics.		(3)
Prerequisite: 360		Topics include an introduction to cosmology, the present state and origin of the universe, selected topics in stellar evolution, pulsars and black holes, the structure of galaxies and quasars.
Offered 1984-85 and alternate years	Bowling	Prerequisite: 122
410f,w,s. Special Study	(3)	Prerequisite or corequisite: Physics 210-211
Supervised study to meet needs of the individual student.	The Department	Hyde
490. Independent Study	(6-10)	210f. Observational Techniques
Independent research is arranged under the supervision of a member of the department. Results are presented in both seminar and written forms.		(3)
	The Department	Topics include evaluation of optical systems, principles of astrometry, and techniques in photography, photometry, and spectroscopy. Requires one evening per week at Bradley Observatory.
ASTRONOMY		Prerequisite: 122, 123
121f. Introductory Astronomy	(4)	Prerequisite or corequisite: Physics 210-211
This introductory course is primarily observational. The motion of the earth,		Hyde
225s. Solar System Astrophysics	(3)	225s. Solar System Astrophysics
Solar system dynamics, atmospheres of the earth and other planets, interplanetary medium, solar-terrestrial effects.		(3)
Prerequisite: 123		Topics include evaluation of optical systems, principles of astrometry, and techniques in photography, photometry, and spectroscopy. Requires one evening per week at Bradley Observatory.
Prerequisite or corequisite: Physics 210-211		Prerequisite: 122, 123
		Prerequisite or corequisite: Physics 210-211

300f. Methods in Theoretical Astrophysics	(3)
Physical concepts and techniques of particular interest in astrophysics will be selected from the fields of spectroscopy, statistical physics, hydrodynamics, and radiative transfer theory.	
Prerequisite: 122, 123; Physics 210-211	
Prerequisite or corequisite: Mathematics 201	Hyde
315w. Stellar Astrophysics	(3)
Physical structure of stars is deduced from observation. Evolutionary scenarios are discussed.	
Prerequisite: 300	Hyde
330f. Plasma Astrophysics	(3)
Principles and techniques in plasma physics are developed and applied to magnetospheric phenomena, dynamics of self-gravitating systems, interplanetary and interstellar magnetic fields, solar atmospheric phenomena.	
Prerequisite: 122, 123; Physics 210-211	
Prerequisite or corequisite: Mathematics 201	
340s. Interstellar Matter	(3)
The physical properties of interstellar dust and gas are deduced from optical, infrared, and radio observations. Super nova remnants, star formation theory, and the role of interstellar matter in galactic dynamics will be discussed.	
Prerequisite: 122, 123; Physics 210-211	Hyde
350s. Celestial Mechanics	(3)
Two-body problem, satellite motions, perturbation theory, star clusters and galaxies, and the universe as a group of galaxies will be discussed.	
Prerequisite: Physics 320	
360s. General Relativity and Cosmology	(3)
Tensor calculus is developed and applied in a discussion of general relativity. Gravitational collapse and gravitational radiation will be discussed as will theoretical models of the evolution of the universe.	
Prerequisite: permission of the instructor	
410f,w.s. Special Study	(3)
Supervised study in specific areas of astronomy. Observation and laboratory work included when appropriate.	Hyde
490. Independent Study	(6-10)
Independent research is arranged under	

the supervision of a member of the department. Results are presented in both seminar and written forms.

The Department

POLITICAL SCIENCE

Associate Professor:

Augustus B. Cochran III (Chair)

Assistant Professor:

Steven A. Haworth

The political science curriculum offers courses in four subfields: American politics, international relations, comparative politics, and political theory. A major may concentrate in any of these area. Introductory courses correspond to these subfields, allowing a prospective major to choose her initial courses according to her primary interests. The department does require, however, that majors take courses in at least three subfields. Majors also are required to undertake an individual research project to ensure experience in political science research methods. This requirement may be fulfilled either through the seminar in research methodology or a program of independent study. An optional senior seminar permits an intensive exploration of topics selected annually to reflect the interests of the participants. Majors are urged to consider internships as a means of complementing their classroom studies with practical field experience.

A student interested in a study relating political science, history, and economics is invited to consider the interdisciplinary major in International Relations. Requirements for this major may be found on page 122.

REQUIREMENTS FOR THE MAJOR

Two of the following: 102, 103, 104, 201, 202

A minimum of 35 hours on the upper-division level, including one course from each of the following groups:

- (a) 320, 321, 324, 326, 350, 390
- (b) 305, 391, 420
- (c) 339, 352, 359, 392, 395, (357)

393 (or 393-394) or 490 (Students planning to do independent study are urged to take 393.)

A maximum of ten hours from the following courses may be applied toward the minimum 45-hour major: 330, 331, 352, 359.

Students planning to do graduate study are advised to take Mathematics 115.

Students majoring in political science are encouraged to participate in an approved internship program. There are several placements available, for example, the Washington Semester (programs in American Government, Foreign Policy, International Development, Criminal Justice, and Urban Policy); the Georgia Legislative Internship Program; the Governor's Internship Program; the DeKalb Legal Aid Society; the DeKalb County Commission; or a Congressional staff.

102f. Introduction to American Government (5)

A survey of American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups, and public opinion.

Cochran

103f. Introduction to International Politics (5)

Major problems and trends in world politics, especially since World War II: great power rivalry, revolution in weapons technology, emergence of the Third World, resource scarcity, and the role of international organizations.

Haworth

104s. The Contemporary Political Crisis (5)

The political implications of the world ecological crisis, and an analysis of some of the political theorizing to which it gives rise. The relevance of some past political theorists for the current crisis will be examined.

Haworth

201w. Comparative Politics (5)

A survey of developed and underdeveloped countries with emphasis on problems of political development, institutionalization, and economic growth.

Open to freshmen who have had 102 or 103

Haworth

202s. Modern Political Thought (5)

An examination of the major theorists whose ideas have shaped the politics and ideologies of the modern world.

Open to freshmen who have had 102 or 103

Cochran

300-level courses are designed primarily for juniors and seniors, but are open to sophomores who have passed with a grade of B or above at least two political science courses at the 100 or 200 level.

305s (Philosophy 305). Marx and Varieties of Socialism (5)

The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese communism, and Yugoslav self-management will be considered.

Open to juniors and seniors only

Cochran and Parry

320f. United States Legal System (5)

Institutions, processes, basic concepts, and personnel of the United States judicial system.

321w. State and Local Government (5)

Political processes at the state and local level with Southern politics providing a substantive focus.

Cochran

324f. The President and Congress (5)		359s (History 359). Sub-Saharan Africa in the Twentieth Century (5)
Leadership in the American polity, emphasizing the organization and behavior of executive and Congressional elites; executive-legislative relations; the relationship of leaders and constituencies.		Colonial rule, independence, and the tasks confronting developing nations.
Offered 1983-84 and alternate years	Cochran	Campbell
326f. American Political Parties (5)		390w. Issues of Public Policy (5)
The organization, operation, and role of parties in the electoral process and government, including certain perennial proposals for reform.		The processes by which governmental policy is made and implemented, and the evaluation of its impact on society, including an examination of selected policy issues.
Offered 1984-85 and alternate years	Cochran	Prerequisite: 102 or 324 or permission of the instructor
330w (Economics 331). International Economics (5)		Offered 1983-84 and alternate years
An examination of international trade and finance.		Cochran
Prerequisite: Economics 204-205	Weber	
Offered 1984-85 and alternate years		
331w (Economics 336). Public Finance (5)		391w. Contemporary Political Thought (5)
Political aspects of the operation of the economy and the economic aspects of the operation of the government.		Theories of the emergence of post-industrial society, the politics of mass society, and other analyses of contemporary institutions; competing prescriptions for the political order such as neoconservatism, libertarianism, and radical decentralization.
Prerequisite: Economics 204-205	Bumgarner	Prerequisite: 104 or 202 or permission of the instructor
		Offered 1984-85 and alternate years
		Cochran
339w. American Foreign Policy Since 1945 (5)		392w. Topics in Comparative Politics (5)
The United States in the post-war world focusing on the origins of the cold war, efforts toward arms control, and relations with the Third World.		1983-84: The Political Economy of Development: The political and economic processes of change in the industrialized countries, in Third World countries, and in the southern United States.
Offered 1984-85 and alternate years	Haworth	Offered 1983-84 and alternate years
		Haworth
350s. Environment and Politics (5)		393f. Methodology of Political Research (5)
Political aspects of major environmental issues including the management of air and water resources, land use planning, and patterns of energy consumption. In addition to class work, the course will include field trips and lectures by outside experts.		The philosophy of social science and the principal methods of political research.
Prerequisite: permission of the instructor		Open to political science majors only
Offered 1983-84 and alternate years	Haworth	Haworth
352f (History 352). Southeast Asia (5)		395s. Studies in World Order (5)
Political and cultural development of the region between the Indian subcontinent and China, including western colonial control and the independence struggle; emphasis on the twentieth century.		Global problems including war, environment, and poverty and alternative systems of world order.
Offered 1984-85 and alternate years	Campbell	Prerequisite: 103 or permission of the instructor
		Offered 1984-85 and alternate years
		Haworth

410f,w,s. Special Study (3-5)
 Supervised study in a selected field of political science. *The Department*

420s. Senior Seminar (5)
 In-depth inquiry into selected topics of political science. Each year's topic will be selected in consultation with rising senior majors.

Open to senior political science majors only *Cochran and Haworth*

490. Independent Study (6-10)
 Independent research under the supervision of a member of the department.
The Department

REQUIREMENTS FOR THE MAJOR

121-122 (or 101), 306, 307, 308,
 404, 405

Biology 100

121f or w. General Psychology I (5)
 A scientific description of facts and principles of psychology. Emphasis on methods and result of experimental investigation of human and animal behavior, including learning. Prerequisite to all other courses in psychology. Not open to students who have had 101
The Department

122w or s. General Psychology II (5)
 A continuation of 121 with an emphasis on motivation and personality. Prerequisite to all other courses in psychology except 121.

Prerequisite: 121
 Not open to students who have had 101
The Department

130s. Psychology of Women (5)
 A critical review of psychological theory and research toward an understanding of the cognitive, social, and emotional behavior of women.
Carden

209f (Education 201). Child Psychology (5)
 Development of the individual from conception to adolescence. *Drucker*

210w (Education 202). Adolescent Psychology (5)
 Development of the individual from the end of childhood to the beginning of young adulthood. *Carden*

215f. Cognitive Psychology (5)
 A study of human cognition with selected topics from attention, states of consciousness, human learning, memory, imagery, concept formation, language, problem solving, creative thinking, and intelligence.
 Offered 1984-85 and alternate years
 Not open to students who have had 218
Hogan

220f. Physiological Psychology (5)
 The neurophysiological basis of various mental processes such as sensory-motor mechanisms, sleep and arousal, perception, emotion, motivation, thinking, memory, language, and consciousness.
 Offered 1983-84 and alternate years
Hogan

PSYCHOLOGY

Professor:

Miriam K. Drucker

Associate Professors:

Ayse Ilgaz Carden

Lee B. Copple (Chair)

Thomas W. Hogan

Psychology is the scientific study of human and animal behavior. The departmental offerings reflect the diversity of areas within the field. The program for majors provides a strong background in academic psychology, including opportunities for both firsthand laboratory experiences and field experiences.

Students begin work in the department with a study of general psychology. Psychology 121 and 122 are prerequisite to all other courses.

Students who are planning to major in psychology should consult with a member of the department as early in their college careers as possible. Majors should elect Biology 100 in either their freshman or sophomore year.

330f. Psychology of Economic Behavior	(5)	316s. Personality	(5)
The relationship between psychology and economics, including the psychology of motivation in economic achievement, concepts of human nature in economic philosophies, and panic behavior during economic crises.		An introduction to theory and research in the field of personality.	Drucker
Open to freshmen with permission of the instructor	Hogan		
<i>300-level courses are open to sophomores by permission of the chair.</i>			
305s. Social Psychology	(5)	322f,w,s.. Advanced Experimental Psychology	(5)
The behavior of the individual as influenced by the behavior and characteristics of other individuals.		An appraisal of experimental methodology beyond the elementary level. Individual experiments are designed, performed, and interpreted.	
	Carden	Prerequisite: 308	
306f (Sociology 360). Experimental Design and Statistics	(5)	324f,w. Special Areas of Psychology	(3)
Basic principles of experimental design and the use of statistical analysis in social science research. 4 LEC, 1 LAB		Fall: <i>Grief and Death</i> . A study of the current literature and research on dying, death, and grief.	
	Carden	Winter: <i>Quality of Life</i> . A study of the current literature and research on life enhancement and the primary prevention of psychopathology.	
Offered 1984-85 and alternate years.			
		Winter: <i>Humanistic Psychology</i> . A study of the current literature and research.	
		Offered 1983-84 and alternate years.	
			Drucker
307w. Experimental Psychology	(5)	404f. History of Psychology	(5)
An introduction to the experimental method in psychology with an emphasis on problems, theories, and experiments in perception. 4 LEC, 1 LAB		The historical background of current systems and problems in psychology to World War II.	Copple
Prerequisite: 306	Hogan		
308s. Experimental Psychology	(5)	405w. Contemporary Theories and Research in Psychology	(5)
A continuation of Psychology 307 with an emphasis on experiments and theories of learning. Individual experiments are designed and carried out. 4 LEC, 1 LAB		Contemporary theories, research, and problems in psychology.	Drucker
Prerequisite: 307	Hogan		
310s. Mental Measurement	(5)	406s. Practicum	(5)
Fundamentals and principles of mental tests; administering, evaluating, and using results obtained.		Supervised field placement in an agency or institution dealing with psychopathology supplemented by an extensive reading program, a tutorial, and a weekly seminar.	
Prerequisite: 306	Copple	Open to senior psychology majors and to other students with permission of the instructor.	Copple
312w. Abnormal Psychology	(5)	410f,w,s. Special Study	(3 or 5)
An introduction to the more common forms of behavior disorders, with attention paid to their causes and therapy.		Supervised intensive study in fields or problems of psychology. <i>The Department</i>	
	Copple		
490. Independent Study	(6-10)	490. Independent Study	(6-10)
Independent research is arranged under the supervision of a member of the department.			<i>The Department</i>

RUSSIAN

Special arrangements may be made through the Office of the Dean of the College for elementary and intermediate Russian.

SOCIOLOGY AND ANTHROPOLOGY

Professor:

John A. Tumblin, Jr.

Associate Professor:

Constance A. Jones (Chair)

Assistant Professor:

Caroline M. Dillman

The department of Sociology and Anthropology offers a major in Sociology and an interdisciplinary major in Sociology—Anthropology.

Sociology is a disciplined analysis of social organization and social interaction with primary emphasis on societies of the industrial West. Courses in sociology beyond the introductory course are grouped around four areas of inquiry: institutional ways of dealing with fundamental human needs, problems related to changes and disruptions in social organization, the interplay between individual and group expectations, and the interdependence of the accumulated knowledge and continuing research in the discipline.

Anthropology is the comparative study of culture, emphasizing both the unity of humankind and the diversity of specific peoples. Much of the information anthropologists use is gathered during participant observation of small-scale, non-Western societies.

REQUIREMENTS FOR THE MAJOR

SOCIOLOGY:

Sociology 101, 351, 352, 360, 361
20 additional hours in sociology
Anthropology 200

SOCIOLOGY—ANTHROPOLOGY:

Sociology 101, 315, 351, 361
Anthropology 200, 202, 305
Fifteen additional hours in either sociology or anthropology
One of the following: Biology 304;
Philosophy 106; Psychology 220
One of the following: Bible 310 or
311; Classics 309; Economics 315;
History 310; Political Science 201

SOCIOLOGY

101f,w,s. **Introduction to Sociology** (5)

Current sociological theory and research as they relate to primary units of social life, social processes, and social institutions. Emphasis on relating concepts to contemporary American society.

Jones, Tumblin

Sociology 101 is the prerequisite for all other courses in sociology except 333.

300-level courses are open by permission of the instructor to sophomores who have had 101.

SOCIAL INSTITUTIONS: STRUCTURAL COMPONENTS OF SOCIETY

211f. **The Family** (5)

The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities.

Dillman

217f (Education 203). **Sociology of Education** (5)

Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity. Offered 1983-84 and alternate years

Dillman

315s (Bible and Religion 315).	Sociology of Religion	(5)	333f. Systems of Inequality in Society and Culture	(5)
Analysis of religion as a social institution with emphasis on the relationships between belief systems and social organization. Overview of historical and contemporary religious movements, with field work in new religious movements.			Structured relationships and learned behaviors which have insured unequal access to privilege, prestige, property, and power in human societies.	
	Jones		Prerequisite: 101 or Anthropology 200	Tumblin
319s. Introduction to Social Welfare Institutions	(5)			
Social welfare as a social institution and social work as a profession. Consideration of social welfare agencies.				
Not offered 1983-84				
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SOCIAL ORGANIZATION, DISORGANIZATION, AND CHANGE				
121w. Analysis of Social Problems	(3)		336w. Sociology of Gender Roles	(5)
Examination of alternative ways of defining, measuring, and intervening in social problems.			Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation.	Jones
231w. Southern Women and Social Change	(3)		351f. History of Sociological Thought	(5)
Analysis of southern women as initiators and recipients of social change. Particular emphasis on the differences in heritage and experience of Southern black women and white women in traditional and contemporary contexts.			Analysis of the content, historical background, and ideological settings of major nineteenth- and twentieth-century social theories.	Jones
	Dillman			
324f. Urban and Rural Sociology	(5)		352w. Contemporary Sociological Thought	(5)
Comparative study of rural and urban environments, populations, and socialization processes.			Analysis of the development of sociological thought and research during the twentieth century, focusing mainly on the work of representative sociologists in the United States and Europe.	
Not open to students who have had 325 Offered 1983-84 and alternate years			Perequisite: 351	Jones
	Dillman			
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SOCIALIZATION: LEARNING, STATUSES, AND ROLES				
131s. Human Sexuality in Social Context	(3)		360f (Psychology 306). Experimental Design and Statistics	(5)
Patterns of human sexual behavior by social group membership. An examination of social and cultural aspects of human sexuality with an emphasis on the sociology of sex.			Basic principles of experimental design and the use of statistical analysis in social science research. 4 LEC, 1 LAB	Carden
	Dillman			
330s. Society and Self	(5)		361s. Methodology and Analysis in Social Research	(5)
Theory and research in microsociology which analyzes self as a product of social process.			Overview of research design and application of quantitative and qualitative methods, strategies, and techniques.	Dillman
	Jones			
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410f,w,s. Special Study	(3-5)		490. Independent Study	(6-10)
Supervised intensive study in a special field of sociology.			The Department	

ANTHROPOLOGY

200f. Cultural Anthropology (5)

Humans viewed both as culture-making and culture-made animals. Contributions of the cultural perspective to the understanding of variations and similarities in human bodies, languages, personality types, social organizations, belief systems, and adaptations to ecosystems.

Open to freshmen

Tumblin

202w. Ecological Anthropology (3)

Beliefs and behaviors viewed as adaptive mechanisms for environments. Human responses to the need to secure nutrients and other sources of energy, ensure their continuing availability, and make possible the survival of populations.

Prerequisite: 200

Offered 1984-85 and alternate years

Tumblin

300-level courses are open by permission of the instructor to sophomores who meet the prerequisites.

301s. Native Peoples of the Americas (5)

Cultural evolution and cultural ecology approaches in anthropology used in a comparative study of bands, tribes, and chiefdoms found in North and South America. Attention given to problems of acculturation, assimilation, and culture change after European contact.

Prerequisite: 200

Offered 1983-84 and alternate years

Tumblin

303s. Pre-Columbian Civilizations (5)

Alternative answers to the question—"Who is civilized?"—examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems.

Prerequisite: 200

Offered 1984-85 and alternate years

Tumblin

305w. Communication in Culture and Society (3)

Language investigated within and across cultural and social boundaries. Ways in which verbal and non-verbal patterns of communication signal and create identities, relationships, and meanings; how

communicative behavior shapes and is shaped by the contexts in which it is used.

Prerequisite: 200 or Sociology 101

Offered 1983-84 and alternate years

Tumblin

410f,w,s. Special Study (3-5)

Supervised intensive study in a special field of anthropology. *The Department*

SPANISH

Professor:

Constance Shaw (Chair)

Assistant Professor:

M. Eloise Herbert

additional appointment to be made

The major in the Department of Spanish is designed to develop proficiency in the four language skills and to present the cultural and literary traditions of the Hispanic countries.

The foreign language requirement for the degree is fulfilled by 101 or 105-211-212. The literature requirement is fulfilled by 220 or by nine hours of literature on the 300 level.

Students who have appropriate language skills may request from the department exemption from prerequisites to 200- and 300-level courses. Entering students are placed by the department after tests and conferences.

Students have the opportunity to live on the Spanish Hall and to improve fluency at the Spanish Dining Table and the evening tertulia.

REQUIREMENTS FOR THE MAJOR

220 or equivalent; 301, 305; 311-312-313; 349, 352, 353, or 356; 354 or 355

Spanish 206, 227, and 229 not applied toward minimum 45-hour major

01. Elementary (9)

Fundamentals of Spanish for conversation, writing, and reading. An introduc-

tion to Spanish literature. Credit awarded only if followed by the intermediate-level course (101 or 105-211-212) or if taken simultaneously with or after completion of the language requirement. <i>The Department</i>	developments in the civilization of Spain. Prerequisite: 101 or 212 or permission of the department Offered 1983-84 and alternate years <i>Herbert</i>
101. Intermediate (9) Training in the use of the Spanish language in conversation and writing. Study of the structure of the language. Reading from Hispanic literature. Prerequisite: 2 entrance credits or a grade not above C in 01 <i>Herbert</i>	220. Readings in Hispanic Literature (9) Reading and discussion of major Spanish and Spanish American works of various periods and genres. Nine hours of 220 are prerequisite to all 300-level courses, except by permission of the department. At the discretion of the department a student may receive credit hours for having taken the course for only one or two quarters. It is suggested that the student take the 200-level language courses as she takes this 200-level literature course if her writing skills are less than good.
105f. Language and Culture (I) (3) Grammar review. Practice in oral and written expression. Studies in art, history, and literature. Prerequisite: 3 entrance credits, or 101, or 01 with a grade of A or B, or permission of the department For the language requirement, must be followed by 211-212 <i>Shaw</i>	Prerequisite: 4 entrance credits, or 101 with grade of A or B, or 105-211-212 <i>Herbert</i>
204f. Oral Spanish (3) Designed to develop fluency in the practical use of Spanish in everyday situations. Prerequisite: 101 or permission of the department.	227s. Mexico: The Search for Identity (3) An examination of the principal problems underlying Mexico's search for a national identity as reflected primarily in major works of prose. Complementary readings and lectures on Mexican history, politics, society, and art will be included. Given in English. Offered 1984-85 and alternate years
206s. A View of the New Spanish America (5) An examination of major prose works in Spanish American literature in translation from 1940 to the present. Complementary readings and lectures on Spanish American history, politics, society, and art. Given in English. Offered 1984-85 and alternate years	229w. Latin America: Past and Present (3) A multi-disciplinary introduction to the civilization, history, politics, economics, art, and literary expression of Latin America. Readings and lectures will be given in English. Lectures given by visiting specialists and faculty members from such departments as anthropology, art, economics, history, political science, and Spanish. Open to freshmen with permission of the instructor
210f. Language for Written Communication (2) Prerequisite: 101 Not offered 1983-84	<i>Nine hours of 220 are prerequisite to all 300-level courses, except by permission of the department.</i>
211w. Language and Culture (II) (2 or 3) Prerequisite: 101 or 105 For the language requirement, students entering from 105 take the third hour. <i>Shaw</i>	301s. Spanish Literature to the Golden Age (3) Offered 1984-85 and alternate years <i>Herbert</i>
212s. Language and Culture (III) (2 or 3) Prerequisite: 101 or 105 For the language requirement, students in the 105-211 sequence take the third hour.	
215w. Hispanic Civilization (3) This course, to be given in Spanish, proposes to present the most significant	

304s. Advanced Conversation (3)

Prerequisite: 204, 220 or permission of the department

305f-w. Phonetics, Advanced Grammar, and Composition (6)

Herbert

311f. The Golden Age: Conformity and Dissent (3)

The Moorish, picaresque, and exemplary novels. Mystic poetry. The theatre of Lope de Vega. Shaw

312w. The Golden Age: Conformity and Dissent (3)

The Quijote. Shaw

313s. The Golden Age: Conformity and Dissent (3)

The Baroque: Calderon, Quevedo, and Tirso de Molina. Shaw

349s. Spanish Novel and Drama of the Twentieth Century (5)

Offered 1984-85 and alternate years Shaw

352s. The Novel of the Nineteenth Century (5)

Offered 1983-84 and alternate years Herbert

353f. Modern Spanish Poetry (5)

Offered 1984-85 and alternate years Herbert

354w. Twentieth-Century Spanish American Literature (5)

Offered 1984-85 and alternate years

355f. Spanish Civilization in the New World (5)

Historical and literary background, outstanding figures in political and cultural life, reading from representative authors.

Offered 1983-84 and alternate years

356w. Spanish Thought: Unamuno to Ortega Y Gasset (5)

Offered 1983-84 and alternate years Shaw

410f,w,s. Special Study (3 or 5)

Supervised study to meet the needs of individual students. The Department

490. Independent Study (6-10)

The Department

THEATRE**Professor:**

Jack T. Brooking (Chair)

Instructors:

Becky B. Prophet

Dudley W. Sanders

The goal of the Department of Theatre is to establish high standards of creativity and appreciation in order to enhance the theatre experience as a facet of the liberal arts tradition. This is accomplished through a program which interrelates theory, history, and practice. With the Winter Theatre as the laboratory, all aspects of the theatre arts may be studied in close association with the creative process of the produced play.

Students who are planning to major in theatre should consult with the chair of the theatre department early in their college careers. It would be advantageous for prospective majors to complete Theatre 100, 104, 106, and 108 as soon as possible since they form a working basis for the more advanced courses. The theatre major must fulfill a core of basic courses which stresses the interrelationship of three key areas: introduction and history, creative exploration and experience, and the mastery of techniques.

A student interested in theatre, art, and music is invited to consider the interdisciplinary major in Fine Arts. A description of this major may be found on page 121.

REQUIREMENTS FOR THE MAJOR**INTRODUCTION AND HISTORY:**

100, 308, 310, 343, 344

CREATIVE EXPLORATION AND**EXPERIENCE: 104, 106**

MASTERY AND TECHNIQUES:
108, 200, 326

One of the following resulting in a public performance: 312, 327, 410, 490, (426)

Two courses from the following theatre-related courses in other departments: Art: any courses listed under the History and Criticism of Art; Classics 310; English 313, 314, 323; Music 106; Philosophy 232; dramatic literature courses in the departments of Classical Languages and Literatures, French, German, and Spanish; certain courses in the History Department with the approval of the major department.

Non-majors electing more than three lecture/laboratory courses are required to balance each additional lecture/laboratory course with a course in theatre history. Non-majors electing more than three courses in theatre history are required to balance each additional course with a lecture/laboratory course.

Lecture/laboratory courses are:

Theatre 100, 106, 107, 200, 202, 204, 212, 231, 232, 233, 311, and 327.

Theatre history courses are:

Theatre 206, 213, 308, 310, 343, 344.

100f or s. Introduction to the Theatre (3)
Theatre as an art form from script to stage. An overview of dramatic structure and genres and an in-depth focus on all creative and analytical aspects of the current major production. Recommended as a first course for the prospective major. 2 LEC, 1 LAB Prophet

104w or s. Improvisation (3)
Spontaneous performance in an open space without script. The course will free the student's voice, body, senses, and imagination to create a wide range of improvisational experiences. Brooking

106w or s. Basic Experiments in Design (3)
To acquaint the student with theatrical design principles. The student will work experimentally with a range of materials to conceptualize dramatic works in visual terms. 2 LEC, 1 LAB Sanders

107f or w. Basic Communication with Public Speaking (3)
Principles of interpersonal communication and practice in face-to-face encounters, small group discussion, and public speaking. A combination lecture-laboratory course. Prophet

108f. Voice and Diction (3)
The mastery of vocal techniques for clarity and expressiveness through drill and application. Brooking

200f. Technical Theatre I (3)
An introduction to basic principles of stagecraft and lighting. Basic working knowledge of theatrical drafting, construction techniques for two- and three-dimensional scenery, painting, stage rigging and machinery, and lighting equipment and design. Practical application of techniques through participation in mounting a major production.
2 LEC, 1 LAB Sanders

202w. Costuming (3)
Principles of costuming with emphasis on fabrics, design, patterns, and execution of designs. Experience in costuming an actual production. 2 LEC, 1 LAB Sanders

204s. Technical Theatre II (3)
Principles of advanced stagecraft and design with emphasis on theatrical drafting techniques. Projects in compositional and design drafting. Advanced study of special materials for the stage. Assigned technical responsibilities on a major production. 2 LEC, 1 LAB Sanders

206w. Introduction to the Dance (3)
A course designed to give the student a broad understanding of the historical background of the dance from its origins in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period. Offered 1984-85 and alternate years Darling

209w. Oral Interpretation (3)
Principles of oral communications techniques: use of the voice and body; audience control. Study of literary forms for interpretation: prose, poetry, drama, and readers' theatre.

Open to freshmen with permission of the instructor Prophet

212s. History and Methods of Theatrical Producing	(3)	300-level courses are open to sophomores by permission of the instructor.
A comprehensive introduction to the history, theory, and practice of theatrical producing. A survey of the economic, sociological, and administrative aspects of producing from the Greeks to the present with focus on the professional and nonprofessional theatre in America today. Application of theory to practical producing experience.		
2 LEC, 1 LAB		Prophet
Offered 1984-85 and alternate years		
		Prophet
213s. History of Costume	(3)	
A survey of costume and clothing from the Greeks to the present. Emphasis on style, trends, manners and modes, and influence relative to other arts of each period.	Sanders	
231f. Acting Fundamentals	(3)	
A balance of theory and exercises based on the Stanislavski method. Emphasis on concentration, emotion memory, the subconscious, and character analysis as preparation for the performance of a final scene. A combination lecture-laboratory course.	Brooking	
232w. Intermediate Acting	(3 or 4)	
A balance of theory and exercises stressing technique. Emphasis on such external aspects of acting as selection of actions, character, tempo-rhythm, progressions, and timing in comedy, and their application to performing two selected scenes. A combination lecture-laboratory course. An additional laboratory in stage makeup is required of majors and of other students electing course for 4 credit hours.		
Prerequisite: 231	Brooking	
233s. Styles of Acting	(3)	
A basic approach to style for period plays. Exercises derived from a study of the sculpture, paintings, history, manners, plays, and theatres of each period. Performance of scenes, prologues, epilogues, and tirades. Concentration on Greek Classical and French or British seventeenth-century styles. A combination lecture-laboratory course.		
Prerequisite: 231, 232	Brooking	

308w. History of World Theatre I	(5)	
Theatrical works analyzed in historical context from the Greeks to 1642. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.	Prophet	
310s. History of World Theatre II	(5)	
Theatrical works analyzed in historical context from the seventeenth century to the present. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.	Prophet	
311f. Scene Design	(3)	
Principles of scenic design for the proscenium and open-stage theatres. Emphasis on play analysis, basic design, color, drafting, and execution of design.		
2 LEC, 1 LAB		
Prerequisite: 106 or 200 or permission of the instructor	Sanders	
312w. Advanced Design	(5)	
Supervised design of a one-act play for performance. Classwork in design theory, modes of design, perspective, and rendering. 2 LEC, 3 LAB		
Prerequisite: 311 or permission of the instructor	Sanders	
326f. Principles of Direction	(3)	
Fundamentals of play direction with application to the director's complete analysis of a script.		
327w (formerly 426). Advanced Directing	(5)	
Supervised direction of a one-act play for performance. 2 LEC, 3 LAB		
Prerequisite: 326	Brooking	
343f. Modern Theatre	(5)	
Study of innovations in theatrical form and staging from Zola to the theorists of the 1980's. Modern theory and practice as exemplified in the works of representative European and American theatre practitioners.	Prophet	
344s. American Theatre History	(5)	
A survey of the principal plays and theatrical developments in the United States from the beginning to the present.		
		Prophet
410f,w,s. Special Study	(3 or 5)	
Supervised intensive study of selected		

topics in theatre history or dramatic literature, or supervised advanced projects in the areas of design, acting, and direction.

The Department

490. Independent Study (6-10)

Exploration of an area of intellectual or artistic interest which results in the creation of a piece of work connected with it.

The Department.

quarter hours in English and American literature exclusive of English 101, 102, and 211. Other courses may be elected in art history, studio art, and English and American literature not to exceed a combined total of 90 quarter hours.

BASIC COURSES REQUIRED

English 101 or 102

Art History 101, 102, 103

Studio Art 191, 192, 193

REQUIRED COURSES IN HISTORICAL PERIODS

ANCIENT:

One of the following courses in art history: Art 317, 318, 319, a related 320 topic with permission of the department chair

MEDIEVAL AND EARLY MODERN EUROPEAN:

One of the following courses in art history: Art 307, 308, 309, a related 320 topic with permission of the department chair

One course in medieval literature: English 305, 306, 312

One course in renaissance literature: English 313, 314, 316

One course in seventeenth- and eighteenth-century literature: English 327, 328, 337, 361, 362

AMERICAN AND MODERN EUROPEAN:

Two of the following courses in art history: Art 304, 305, 306, (303), a related 320 topic with permission of the department chair

Two of the following courses in literature: English 320 or 323, 321 or 322 or 338, 331 or 332 or 333 or 334

INTER-DISCIPLINARY MAJORS

The College offers eleven established interdisciplinary major programs: Art History—English Literature, Art History—History, Classical Languages and Literatures, Classical Studies, English Literature—Creative Writing, Fine Arts, History—English Literature, International Relations, Mathematics—Physics, Physics—Astronomy, and Sociology—Anthropology. A student interested in other interdisciplinary work may design her own major in consultation with the Dean of the College and the chairs of the appropriate departments.

ART HISTORY— ENGLISH LITERATURE

Advisers:

Professor Pepe, Chair,
Department of Art

Professor Pepperdene, Chair,
Department of English

This major provides an integrated study of art history and literature with concentration in specific historical periods. Students will offer a minimum of 25 quarter hours in art history, 9 quarter hours in studio art, and 25

ART HISTORY—HISTORY

Advisers:

Professor Pepe, Chair,
Department of Art

Professor Campbell, Chair,
Department of History

The purpose of this major is to provide the student with a general knowledge of western history, art history, and the fundamentals of studio art; and with the opportunity for a more detailed study of these subjects in specific historical periods. Prescribed courses in the Departments of Art and History total 68 hours, including 34 hours in art and 34 hours in history. The student will offer in addition at least another 5 hours of history at the 300 level in order to present a minimum of 30 hours in advanced history courses. Other courses may be elected in art history, studio art, not to exceed a combined total of 90 quarter hours.

BASIC COURSES REQUIRED

History 100

Art 101, 102, 103

Art 191, 192, 193

REQUIRED COURSES IN HISTORICAL PERIODS

ANCIENT:

One of the following courses in art history: Art 317, 318, 319, a related 320 topic with permission of the department chair

One of the following courses in history: History 341, 342

MEDIEVAL AND EARLY MODERN EUROPEAN:

One of the following courses in art history: Art 307, 308, 309, a related 320 topic with permission of the department chair

Two of the following courses in history: History 305, 306, 308

AMERICAN AND MODERN EUROPEAN:

Two of the following courses in art history: Art 304, 305, 306, (303), a related 320 topic with permission of the department chair

One of the following courses in history: 311, 316, 332, 333, (301)

One of the following courses in history: History 320, 321, 328

CLASSICAL LANGUAGES AND LITERATURES

Adviser:

Associate Professor Cabisius,
Chair, Department of Classical Languages and Literatures

See page 74.

CLASSICAL STUDIES

Adviser:

Associate Professor Cabisius,
Chair, Department of Classical Languages and Literatures

See page 74.

ENGLISH LITERATURE— CREATIVE WRITING

Adviser:

Professor Pepperdene, Chair,
Department of English

This major offers an opportunity for students to have extensive work in both literature and creative writing.

Students will offer a minimum of 43 hours in courses in English and American literature inclusive of

English 101 or 102 and English 211 or equivalent and 18 hours in courses in creative writing, with electives in these disciplines not to exceed a combined total of 90 hours.

The requirements for this major are described on page 85.

FINE ARTS

Advisers:

Professor Pepe, Chair,
Department of Art

Professor Byrnside, Chair,
Department of Music

Professor Brooking, Chair,
Department of Theatre

This major affords the student an opportunity to experience both the history and practice of the three major areas of art, music, and theatre and to be able to continue in any one or combination of these areas with a program especially tailored to her interests. The major is not offered as a preparation for graduate school.

The student will offer a minimum of 18 hours in art, 21 in music, and 19 in theatre. In addition, she will elect a minimum of 32 hours, including 20 in one discipline, in courses above the 200 level. Other courses may be selected from three areas of the fine arts, not to exceed a combined total of 100 quarter hours.

BASIC COURSES REQUIRED

Art 101, 102, 103, 191, 192, 193

Music 111, 213; applied music 3 hours

Theatre 100; 104 or 231; 106, 308, 310

HISTORY— ENGLISH LITERATURE

Advisers:

Professor Campbell, Chair,
Department of History

Professor Pepperdene, Chair,
Department of English

This major is offered to provide an integrated study of history and literature. Students will offer a minimum of 25 quarter hours in European, English, and American history above the 100 level and 25 quarter hours in English and American literature above the 200 level. Other courses may be elected in history and literature not to exceed a combined total of 90 quarter hours and in appropriate correlative studies.

BASIC COURSES REQUIRED

English 101 or 102

History 100 or 105-106 or 204
(or 101 or 102 or 205-206)

REQUIRED COURSES IN HISTORICAL PERIODS

MEDIEVAL AND EARLY MODERN EUROPEAN:

Two of the following: History 305, 306, 335, 336

One of the following: English 305, 306, 312

One of the following: English 313, 314, 316

One of the following: English 327, 328, 337, 361, 362

Appropriate correlative studies: Art 307, 308, 309; Bible and Religion 352; Music 301, 302; Theatre 308

AMERICAN AND MODERN EUROPEAN:

One of the following: History 311, 316, 332, 333, (301)

Two of the following: History 317,
320, 321, 325, 326, 328

Two of the following: English 320
or 323 or 336; 321 or 322 or 338;
331 or 332 or 333 or 334

Appropriate correlative studies: Art
304, 305, 306; Bible and Religion
307; Music 304, 305; Philosophy
308, 323; Theatre 310, 343, 344

INTERNATIONAL RELATIONS

Coordinator:

Assistant Professor Haworth,
Department of Political Science

Advisers:

Professor Campbell, Chair,
Department of History

Associate Professor Cochran,
Chair, Department of
Political Science

Associate Professor Weber,
Chair, Department of
Economics

This major is designed to facilitate integrated study of contemporary political and economic relations among nations. The emphasis is on world politics with complementary studies in international economics and modern history to give an interdisciplinary approach to international relations.

Students will offer courses in political science, economics, history, and modern foreign language not to exceed a combined total of 110 quarter hours. Hours in modern foreign language beyond the three required years will not be counted toward the 110-hour limitation.

BASIC COURSES REQUIRED

Political Science 103, 201

Economics 204, 205

Elementary and Intermediate
modern foreign language

REQUIRED COURSES IN VARIOUS AREAS

THEORY:

Twenty hours from the following:
Political Science 305, 391, 392,
393 (or 393-394), 395; Economics
331, 334

AMERICAN EMPHASIS:

Political Science 339

History 328

AREA COVERAGE:

Four courses from the following
with at least one course from
each of the three groups:

Europe: History 311, 332, 333,
(301)

Asia: History 352, 353, (356, 357)

Africa: History 358, 359

LANGUAGE:

One year of a modern foreign
language above the intermediate
level

It is recommended that basic
courses be completed during the
freshman and sophomore years. It
is recommended also that students
complete the elementary and in-
termediate levels of a second
modern foreign language and that
they elect Economics 315 and
History 100 or 105-106 or 210-211.

MATHEMATICS-PHYSICS

Advisers:

Professor Ripy, Chair,
Department of Mathematics
Associate Professor Bowling,
Chair, Department of
Physics and Astronomy

*A student interested in both
mathematics and physics is invited to
consider the interdisciplinary major in
Mathematics—Physics. This major is*

offered to provide an integrated study of mathematics and of its application in theoretical physics. Students will offer at least 41 quarter hours in mathematics and 33 quarter hours in physics. Other courses may be elected in mathematics and physics not to exceed a combined total of 90 quarter hours.

BASIC COURSES REQUIRED

Mathematics 201, 307, 309 (The additional hours must be approved by the department.)

Physics 210, 211, 310, 18 additional hours

PHYSICS—ASTRONOMY

Adviser:

Associate Professor Bowling,
Chair, Department of
Physics and Astronomy

This major is described on page 105.

SOCIOLOGY— ANTHROPOLOGY

Adviser:

Associate Professor Jones,
Chair, Department of
Sociology and Anthropology

This major is described on page 112.



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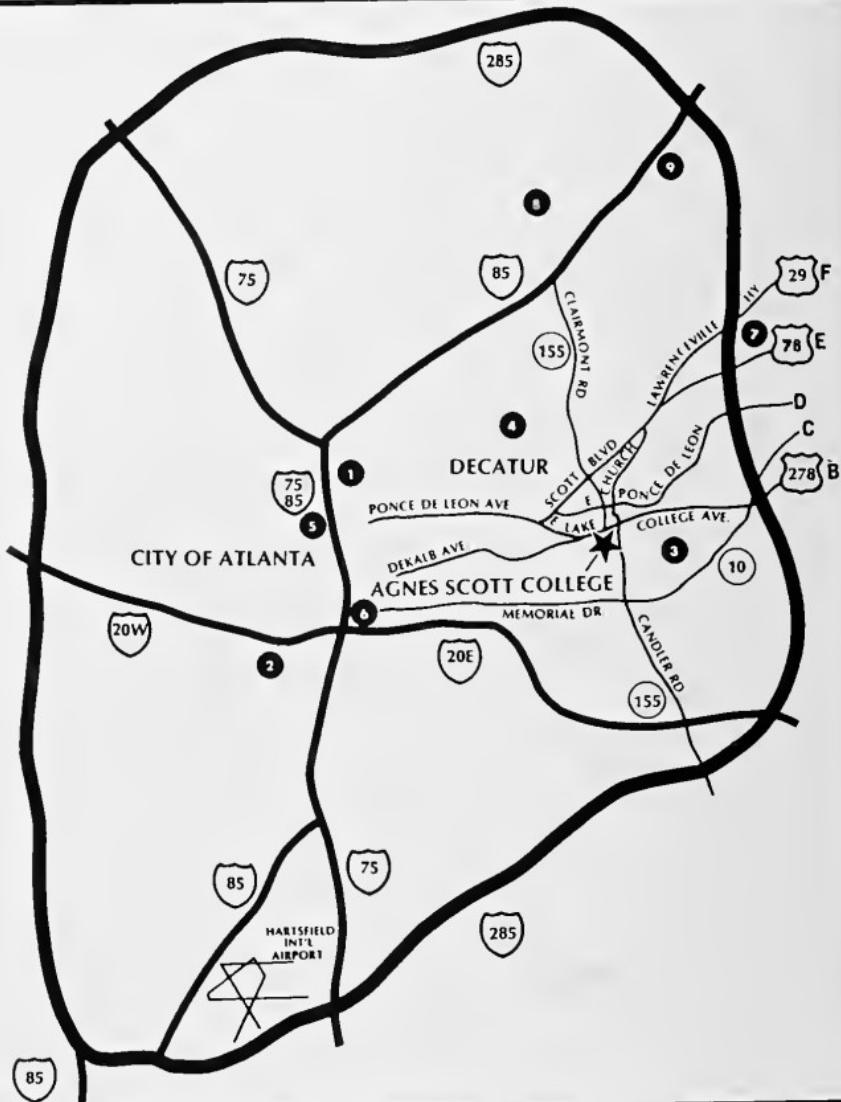
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LEGEND

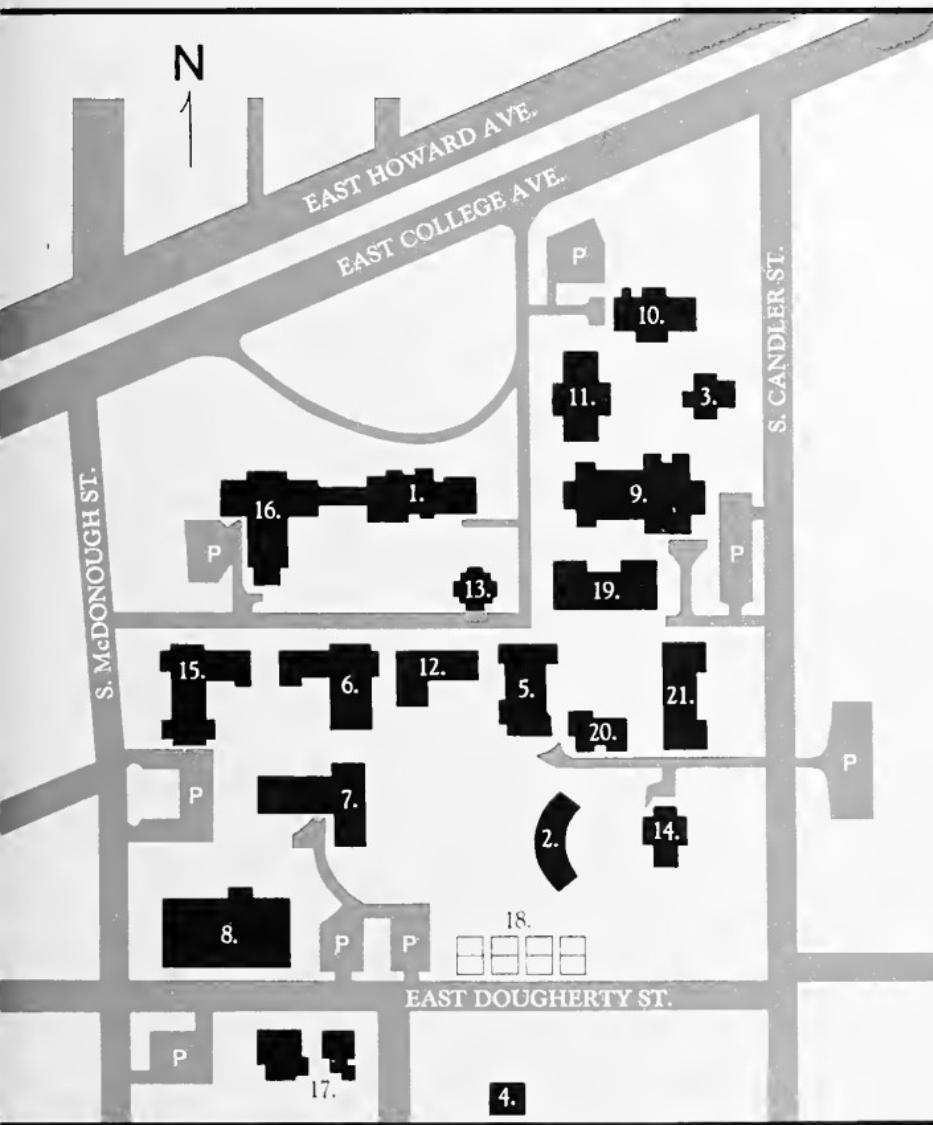
- Exit signs off I-285
- A Flat Shoals Road,
Candler Rd. (155)
- B Covington Highway
(U.S. 278) (becomes
College Avenue)
- C Memorial Drive,
Avondale Estates (Ga. 10)

- D Church Street,
Clarkston, East Ponce de
Leon, Decatur
- E Stone Mountain
Freeway, Decatur (78-W)
- F Lawrenceville Highway
(U.S. 29)

LOCAL UNIVERSITIES

- 1 Atlanta College of Art
- 2 Atlanta University
Center
- 3 Columbia Theological
Seminary

- 4 Emory University
- 5 Georgia Institute of
Technology
- 6 Georgia State University
- 7 University of Georgia at
Athens (direction
indicated)
- 8 Oglethorpe University
- 9 Mercer University



LEGEND

1. Agnes Scott Hall (Main)
2. Amphitheater
3. Anna Young Alumnae House
4. Bradley Observatory
5. Bucher Scott Gymnasium
6. Buttrick Hall
(Administrative Offices)
7. Campbell Science Hall
8. Dana Fine Arts Building
Winter Theater
Dalton Galleries
9. Evans Dining Hall
10. Hopkins Hall
11. Inman Hall
12. McCain Library
13. Murphey Candler Building
("The Hub")
14. President's House
15. Presser Hall
Gaines Chapel
Maclean Auditorium
16. Rebekah Scott Hall
17. Service Buildings
18. Tennis Courts
19. Walters Hall
20. Walters Infirmary
21. Winship Hall

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